

**S.W. 634 Health Care Policies and Services**

**Winter 2013 Professor Edith C. Kieffer, MPH, PhD**

**Mondays (section 1): 1pm-4pm, SSW**

**Office Hours: email for appointment: [ekieffer@umich.edu](mailto:ekieffer@umich.edu); Office: SSWB 3770**

**COURSE DESCRIPTION**

This course will examine the strengths and limitations of the U.S. health care system, including health indicators and the state of health care delivery in the United States, with selective international comparisons. The role of the public and private sectors in health care and health policy will be presented, with special attention to the financing of health care and the role of the government in health care. The course will focus on the organization of services (i.e., public health, prevention/ promotion services, primary care, acute care, chronic care, and long-term care). Alternative and complementary medicine and services will also be examined. The pharmaceutical and medical devices industries will be examined, as will the health care workforce. Access to care, utilization, and quality of care will be covered. A major focus of the course will be on disparities in health care and on health care for the underserved, including racial/ethnic minorities, women, sexual minorities, and the poor. The role of social workers in health care will be addressed throughout.

**COURSE CONTENT**

The course will introduce the history, organization, functions of the U.S. health care system, including comparisons with systems in other countries. Health care access issues will be introduced and discussed throughout the course, including potential sources of disparities at the patient, provider and system levels. Health care financing methods, strategies, costs and benefits will be introduced and discussed. We will examine issues, policies and services provided in the private and public health sectors, including those addressing maternal and child health, military and veteran's health and the health of current or former prisoners. We will also examine issues, structure and quality of primary and acute care, care for chronic disease and disability, and long-term and end-of-life care. The structure, functions, and relationships of the health work force will be analyzed, including traditional and non-traditional providers, with special attention to the role, status and future of social workers in health care. We will examine the role of complementary and alternative health care in the U.S. today. Promising and successful intervention strategies that promote social justice in health care will be examined, with particular emphasis on the provider and system levels. This year, we will emphasize recommendations for comprehensive health care reform.

**COURSE OBJECTIVES** Upon completion of the course, students will be able to:

1. Describe the evolution, organization, and distribution of health services in the U.S., including gaps and excesses, and inequities in access and quality of care.
2. Identify the strengths and limitations of the U.S. health care system compared with health care systems in other countries and directions for needed change.
3. Describe financing mechanisms for health care and their impact on equity and access.
4. Discuss the contributions and limitations of alternative and complementary medicine and health services.

5. Discuss current health work force issues, including maldistribution, hyperspecialization, skill mix, and race and gender hierarchies.
6. Describe the role of the pharmaceutical and medical devices industries in health care, including drug and technology development, patents and generics, and cost and reimbursement.
7. Describe disparities in health care in the U.S., their sources, and systemic strategies for intervention.
8. Discuss cultural competence in health care delivery and systemic strategies for assuring culturally competent care.
9. Discuss current ethical issues and controversies and apply ethical principles and decision-making in health care.
10. Describe the history, roles, functions, and future of social work in health care.

## RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES

**1. Multiculturalism and Diversity** issues will be integrated throughout the course and prominent in content and assignments related to health care disparities. The course will address a range of diversity dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), sex and sexual orientation, marital status, national origin, race, and religion or spirituality).

**2. Social Justice and Social Change** will be addressed throughout the course, including content on equity, quality and access, ethical issues in health care, and the role of social work in promoting social justice and social change in the health system.

**3. Promotion, Prevention, Treatment, and Rehabilitation** will be addressed through content on the organization of health services, allocation of resources, ethical issues in health care, the delivery of preventive, primary, acute, chronic and long-term care and care for people with disabilities and in the scope of policies and services addressed in health care reform efforts.

**4. Behavioral and Social Science Research** will be presented throughout the course and will include findings from medical sociology, geography and anthropology; political science, health care economics and health psychology; social work, public health, nursing and medicine.

## COURSE DESIGN

This course will be conducted as a **seminar**. This design assumes that all participants are responsible for, and actively engaged in, learning. You are the primary actor in developing your knowledge, understanding and skills through class activities, seminar development, presentations (instructor, guests and your own), reading, listening, discussion and from your developing experiences and insights. The role of your class instructor is facilitator and guide. By University/School policy, I evaluate your immediate classroom-related learning, and provide “grades”. However, you are responsible for your own learning and much of the quality of your class experience. My “teaching” is less about lecturing than about identifying and providing many, but not all learning resources that you will use throughout the semester and beyond. Class sessions will include a range of activities including written assignments; small and whole class discussions of scholarly readings; hands-on activities; print, audiovisual and electronic media; presentations by your instructor, guests and yourselves. Written assignments will represent individual effort. Presentations will reflect both individual and group effort. You will receive a class schedule and reading/materials lists. However, health care is both in the news and rapidly changing so be advised that there may be some changes in the class schedule or reading lists if opportunities present themselves.

## READINGS AND RESOURCES

**Required textbooks and CTOOLS Website:** Your main textbook will be Goldsteen and Goldsteen (2013) Jonas' Introduction to the U.S. Health Care System, supplemented with chapters from Kovner and Knickman (2011) Jonas and Kovner's Health Care Delivery in the United States, 10<sup>th</sup> Edition. Goldsteen and Goldsteen is available for purchase in **hard copy from Ulrich's**: 549 East University Avenue; (734) 662-3201. I also arranged with the UM library to obtain both as “ebooks”. They can be accessed free through the links below, at any time or anywhere, using your unique name and

password. They can also be downloaded fully and read off-line. They can be copied (up to 5% of contents per log-in) and printed (up to 20% of contents/89 pages per log-in), so you should be able to print 1-2 chapters per log-in. These links will be posted on **CTOOLS** in the **Resources – eTextbooks folder**. The folder also includes a useful resource created by the UM reference librarian, Susan Wortman, "Instructions for using e-books". The textbooks provide an excellent background and data on the complexities of U.S. health care services and policies. You will have background reading from these books, throughout the semester. Lectures, discussions and other required readings will provide complementary and supplemental information and experience since I will assume that you have read the assigned chapters.

Goldsteen, Raymond L., Goldsteen, Karen (2013). *Jonas' Introduction to the U.S. Health Care System*. Seventh Edition. New York, NY: Springer Publishing Co.

Kovner, Anthony R.; Knickman, James R. (Eds.) (2011). *Jonas and Kovner's Health Care Delivery in the United States, 10<sup>th</sup> Edition*. New York, NY: Springer Publishing Co.

Knowledge and increasing understanding of the meaning and applications of the concepts and terms discussed in the week 1 readings and other required readings will be assumed for all in-class discussions, group and individual assignments.

Reading lists with required and supplemental materials are organized by week. These include readings, web links to news articles, reports and videos, and presentations that are available in CTOOLS. Also within CTOOLS is a special **634 UM Library Resource Guide**. It includes links to materials organized in links as follows: **Healthcare disparities library research guide, MLibrary Gateway, Google Scholar w/MGetIt links, PubMed w/MGetIt links. These will provide material for** the health care disparities assignment and for your use beyond this assignment and class. You will participate in an orientation to the library site on the first day of class.

## **CLASS REQUIREMENTS**

### **Attendance and participation:**

Because of the participatory nature of this course, class attendance is required. Please notify me at the beginning of the semester if religious observances, or other unavoidable obligations will conflict with class or due dates for assignments so that we can make appropriate arrangements. With my approval, up to two absences may be "made up" by completing a summary of the key points of each of the seminar readings and any additional activity that I assign related to the topic/activities of the day. You must contact me within 24 hours of the missed class to arrange for this option. Any assignment due on a missed class day must be emailed to me before 1:10 pm on the day of the class. Students with 2 absences that are not "made up" will receive a one level (e.g. A to A-) reduction in your final grade. Each additional absence will reduce your final grade an additional level. Class will begin promptly at 6:10 pm. Be cognizant of the disruptive nature of coming to class late. Coming to class more than 10 minutes late more than once, or leaving early, unless you have received prior authorization, will be considered an absence. If you arrive after the class has begun, please enter the classroom as quietly as possible and wait until break to catch up with what is going on. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to be in class. All class members are expected to be attentive to speakers and discussants and extend courtesy and respect to others, even if their values, opinions and attitudes differ from yours.

**Discussions/Group Activities:** Discussions and group activities are a critical aspect of active learning at the graduate level. Therefore, well-prepared and active participation is required. The following expectations will be taken into account when I am considering your participation grade. As an adult learner, you are expected to prepare for class by reading and thinking about the topic of the day, preparing analytical materials, class discussion notes and other written work, and actively contributing to small and large group discussions. Your contributions must show evidence of reflection on the content and meaning of readings/class materials, and participation in classroom presentations, activities and discussion.

**Professional Behavior:** As a professional/professional-in-training, you are expected to demonstrate courtesy, attention to, and respect for the instructor, fellow students as individuals, and the class itself, in non-verbal and verbal communications and other behavior. Failure to behave professionally will result in a reduction in the participation portion of your grade.

**Special considerations:** Please notify me immediately if you require special classroom or other considerations for instruction. SSW policy is to provide equitable educational opportunities for students with documented disabilities. If you think you need an accommodation for a disability, please let me know as soon as possible. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the [Office of Services for Students with Disabilities](#) (SSD) to help us determine appropriate academic accommodations. SSD ([734-763-3000](tel:734-763-3000)).

**Use of electronic devices:** All electronic devices, including but not limited to cellular/smart phones, pagers, tablets and laptop computers will be turned off at all times during class, unless you have made prior arrangements with me, for cause.

**Deadline expectations:** All reading, written and other assignments must be completed and ready for use by the start of class on the specified due date (see schedule). Please note that some assignments may be completed in-class. Assignments submitted late will be graded down one full grade. Assignments submitted more than two days late will not be accepted. Exceptions require permission of the instructor. Incomplete grades are assigned only through negotiation with me *before the due date*.

**Format of written assignments:** All papers must be typewritten in Arial, 11 point font and one inch margins. Each assignment will indicate whether single or double spacing is required. Clear topic headings are required. Properly formatted citations must be included, using either APA or AMA format journals (see published article examples). Style guide resources are:

\* APA citation style: American Psychological Association (2009). *Publication Manual of the American Psychological Association* (Sixth Edition). Washington, D.C.: American Psychological Association. Examples from the SSW librarian guide: [http://guides.lib.umich.edu/content.php?pid=80367&sid=596113&search\\_terms=apa](http://guides.lib.umich.edu/content.php?pid=80367&sid=596113&search_terms=apa) and <http://guides.lib.umich.edu/content.php?pid=119622&sid=1030292> .

Examples of a book and journal chapter citation using APA format:

Kieffer, E. C., Salabarría-Pena, Y., Odoms-Young, A. M., Willis, S. K., Baber, K. E., & Guzman, J. R. (2013). The Application of Focus Group methodologies to Community-Based Participatory Research. In B. A. Israel, E. Eng, A. J. Schulz & E. A. Parker (Eds.), *Methods for Conducting Community-Based Participatory Research in Public Health* (pp. 249-276). San Francisco, CA: Jossey-Bass.

Kieffer, E. C., Willis, S. K., Arellano, N., & Guzman, R. (2002). Perspectives of pregnant and postpartum Latino women on diabetes, physical activity, and health. *Health Education & Behavior*, 29(5), 542-556.

\* AMA citation style: Here is the free searchable guide to AMA Manual of Style, see references section. <http://www.amamanualofstyle.com/oso/public/index.html>.

Examples of a book and journal chapter citation using AMA format:

Kieffer EC, Salabarría-Peña Y, Odoms-Young AM, Willis SK, Baber KE, Guzmán JR. The Application of Focus Group Methodologies to Community-Based Participatory Research. In: Israel BA, Eng E, Schulz AJ, Parker EA, eds. *Methods for Conducting Community-Based Participatory Research in Public Health*. San Francisco, CA: Jossey-Bass; 2013: 249-276.

Kieffer EC, Caldwell CH, Welmerink DB, Welch KB, Sinco BR, Guzmán JR. Effect of the Healthy MOMs lifestyle intervention on reducing depressive symptoms among pregnant Latinas. *Am J Community Psychol*. 2012;50:1-14. <http://www.springerlink.com/content/g337h1418572h662/>. Accessed May 27, 2012.

Electronic Citation Software: A Guide to Citation Management Software, including EndNotes, RefWorks, Mendeley, and Zotero created by Taubman Health Sciences Library  
<http://guides.lib.umich.edu/citationmanagement>

**See also: General Expectations for Written Work, Academic Standards and Academic Conduct and Integrity, below, following Assignments and Grades.**

### **Assignments**

#### **1. Co-Facilitator role in class discussion (15% of grade):**

With a partner, you will plan and conduct a 30 minute discussion based on the topic and readings of the day. You may, but are not required to, include group activities designed to promote thoughtful discussion. At our first class meeting, you will sign up for your facilitation day. Your role is to lead and encourage class discussion of the topic, not to lecture on the topic. To prepare for your facilitation day, you and your partner are responsible for:

- a. Reading/watching/listening to all of the required materials related to your assigned topic.
- b. Facilitating class discussion of the required materials related to your assigned topic. You may supplement these with other related materials that you find;
- c. Preparing, using and handing me a document (1:10 pm on your facilitation day) that includes:
  - 1) a key idea paragraph for **each** starred reading/resource;
  - 2) at least 2 discussion questions and key discussion points that represent possible responses to each of these two questions;
  - 3) discussion points that integrate key themes and conclusions from all of the required readings and other materials related to the topic;
  - 4) The written description/instructions and any relevant web links related to any activity that you integrate with the discussion. Please note that an activity is not required, but may enhance discussion. Such activity must not replace discussion. A short audio or video clip may be used, but should not account for more than 5 minutes of your session and must be used to enhance discussion.

NOTE: You and your partner are jointly responsible for all content and presentation, even if there are 2 topics.

#### **2. Class member role in class discussion, attendance and professional behavior (15% of grade):**

- a. You are responsible for reading/listening to/watching all of the required materials for the day. You are responsible for thinking about the content and meaning of each reading, by itself, and in relation to the other readings. As you are reading, write down questions as they arise in relation to important points in the reading. You are responsible for coming to class prepared to actively participate in the group discussion. This relates to all class discussions, including the news story.
- b. You must bring to class each week, a paper document that contains, for each starred reading:
  - a) 2 discussion questions and
  - b) several discussion points that are possible responses to each of your questions based on the reading and your own ideas. Note: These points are not questions. The document must contain the course number, section, the date and your name. You may be asked by the instructor or session facilitator to review the document with the class, in a small group, exchange papers with another student or hand in the document, at the discretion of the instructor.
- c. Attendance, participation and professional behavior (see above)

#### **3) News Story Written Summary and Presentation (DUE on sign-up days): 10% of grade**

Presentation Objectives: This assignment is designed to encourage you to: 1) become familiar with, and review the resources regarding health care services and policies that are available in major newspapers, National Public Radio (NPR), Public Broadcasting Service (PBS) and their websites; 2)

become engaged in informing yourself about current developments in health care services and policies, including but not limited to the Affordable Care Act (ACA) and related health care reform activities that are being debated and implemented. As both a health professional and user of health care services, this review should become part of your daily, or at least weekly, habit. This individual assignment involves selecting a health care news story, preparing a written summary, and presenting and leading class discussion about the story once during the semester. **See assignment guideline for details.**

**4) Health Care Disparities Paper; 25% of grade (4a: 1 due Jan 28; 10% of grade; 4b) Final Paper due March 11; 15% of grade)**

Paper Objectives: After completing this paper, you will have: 1) become familiar with the data, research and practice literature on health care disparities; 2) described and analyzed the contribution of economic, geographic, social, cultural, political and other non-health system factors to health care disparities; 3) described and analyzed the contribution of health care policies, and the availability, accessibility, quality and delivery of health care services, to the existence and perpetuation of health care disparities; and 4) Identified and described at least 2 programs and/or policies that have been conducted or recommended to address these health care disparities. **See assignment guideline for details.**

**5) Letters to your U.S. Senator OR U.S. House Representative (Due February 18; 10% of grade)**

Letter Objectives: This assignment will provide you with the opportunity to strengthen your advocacy skills by writing and sending a letter related to some aspect of health care or health care reform legislation to your U.S. senator OR your U.S. House representative. Your aim is to influence their votes on the topic. You will gain experience in conducting background research, and her/his position, on the topic. You will also gain experience in developing a succinct factual background statement on the topic, stating how you want her/him to vote and summarizing your reasons why she/he should vote in this way. **See assignment guideline for details.**

**6) Health Care Reform Group Presentation (Due April 15); 25% of grade**

Presentation Objectives: This assignment is designed to: 1) engage you in learning about and analyzing the impact of the implementation process of the Affordable Care Act (ACA) and related policies and programs; 2) develop your ability to analyze the impact of health care reform on a variety of populations and stakeholders. This group assignment will involve a professional presentation and development of a related professional quality handout focused on state-level implementation of health care reform. Groups will present their reports on April 15. **See assignment guideline for details (To be distributed later).**

**EVALUATION AND GRADES** Your class grade will be based on my evaluation of:

1) Co-Facilitation of class discussion	15%
2) Attendance and participation in class discussions and activities	15%
3) News Story Written Summary and Presentation/Discussion	10%
4a) Health care disparities paper (sections 1 and 2)	10%
4b) Health care disparities paper (whole paper)	15%
5) Letter to U.S. Senator OR U.S. House Representative	10%
6) Health care reform policy presentation and handout (group)	25%

**Final grades will be assigned using the following point scale:**

A+ = 99 - 100	B+ = 86 - 89	C+ = 74 - 77
A = 95 - 98	B = 82 - 85	C = 70 - 73
A- = 90 - 94	B- = 78 - 81	C- = 66 - 69

Both content and format will be considered in assigning grades. **Lower grades will result from late submission of assignments, failure to follow assignment and formatting guidelines, sloppiness, inappropriate grammar and misspellings.** Criteria for letter grades:

**A+, A or A-** Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. A+ will be a very rare grade. The difference between A and A- is based on the degree to which these skills are demonstrated.

**B+** Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.

**B** Mastery of subject content at level of expected competency – meets course expectations

**B-** Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

**C or C-** Demonstrates a minimal understanding of subject content. Significant areas need improvement in order to meet course requirements.

**E** Student has failed to demonstrate minimal understanding of subject content.

### **GENERAL EXPECTATIONS AND RESOURCES FOR WRITTEN WORK:**

- You must use scholarly literature to support your presentation of material. You need to use multiple sources and synthesize them. Do not rely on direct quotations from your sources; instead summarize them in your own words.
- Written work should incorporate the standards of critical thinking, analysis and writing (described below). In evaluating your written work, I will apply these standards.
- You may find it useful to have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader. Nonetheless, they provide a warning that something should be corrected!
- Writing skills assistance resources
  - The School of Social Work Office of Career Services (room 1694, Request appointments by email at [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu)).
  - Sweetland Writing Center (734-764-0429; <http://www.lsa.umich.edu/sweetland/>)
  - English Language Institute <http://www.lsa.umich.edu/eli>

### **ACADEMIC STANDARDS AND CODES OF CONDUCT**

#### **Standards for Critical Thinking, Analysis and Writing:**

**Critical thinking** is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. (Michael Scriven & Richard Paul, presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987).

See also: Richard Paul and Linda Elder, *The Miniature Guide to Critical Thinking Concepts and Tools*, Foundation for Critical Thinking Press, (2008) and <http://www.criticalthinking.org/pages/defining-critical-thinking/766>.



All written work will be evaluated in accordance with the standards of critical analysis and thinking and should strive to meet the following intellectual standards:

- **CLARITY:** Could you elaborate further on that point? Could you express that point in another way? Could you give an illustration? Could you give an example?
- **ACCURACY:** Is that really true? How could we check that? How could we find out if that is true?
- **PRECISION:** Could you give more details? Could you be more specific?
- **RELEVANCE:** How is that connected to the question? How does that bear on the issue?
- **DEPTH:** How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors?
- **BREADTH:** Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a variety of points of view?
- **LOGIC:** Does this really make sense? Does that follow from what you said? How does that follow? Before you implied this and now you are saying that; how can both be true?

### **Academic Conduct and Integrity:**

The conduct of a student enrolled in courses offered by the School of Social Work must be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, show respect for their ideas and opinions and strive to help them achieve maximum benefits from their experience.

**Written and oral materials prepared for this course must adhere to NASW Editorial Policy, the NASW Code of Ethics and the UM and SSW:**

### **NASW Code of Ethics:**

*4.04 Dishonesty, Fraud and Deception:* Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

*4.08 Acknowledging Credit:* (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. (b) Social workers should honestly acknowledge the work of and the contributions made by others.

**NASW Editorial policy:** "In the interest of accurate and unbiased communication, the NASW publications program subscribe to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups.

### **School of Social Work Student Guide Student Code of Academic and Professional Conduct**

**Section 12 covers the [Student Code of Academic and Professional Conduct](#).** You are responsible for reviewing and understanding its requirements. Briefly, student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the student code of conduct. The preparation of reports, papers, and examinations that are assigned on an individual basis, must represent each student's own effort. For group assignments, you have an equal share of responsibility for work necessary to



complete the assignment completely and ethically, and for the final product. All reference sources must be indicated clearly and completely in both individual and group assignments.

**Section 12.02 covers plagiarism** (representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation), including self-plagiarism.

<http://sww.umich.edu/studentguide/2012/page.html?section=12.02&volume=1>

Plagiarism is stealing, a violation of academic integrity and community, and one of the most serious forms of academic and professional misconduct. Section 12.02 states: "Plagiarism, like other forms of cheating and misconduct, is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is your responsibility to familiarize yourself with the information presented in Section 12. Further resources are available at <http://www.lib.umich.edu/academic-integrity/resources-students> ." This Department of English letter is widely posted throughout the university and is a useful reference if you have any questions about what constitutes plagiarism and its potential consequences. <http://www.lsa.umich.edu/english/undergraduate/advising/plagNote.asp>

If you engage in plagiarism, including self-plagiarism, in this course, you will fail both the assignment and the course, and I will refer the details of the situation and related materials to the SSW administration for further action.

## SW 634 WINTER 2013 CALENDAR

- January 14: Introduction and Overview of the U.S. Health Care System
- January 21: MLK Day--**NO CLASS** Disparities in Health Care (see assignment)  
Reading: health care access
- January 28: HC Policy and Financing/Health Care Reform  
**Health Care Disparities Sections 1 and 2 DUE**
- February 4: Organization of Health and Mental Health Services
- February 11: Government in Health Care/Public Health - Overview
- February 18: Government-Provided Health Care:  
Military & Veteran's Care; Jail & Prison Care; Native American Health Care/IHS  
**Letter to U.S. Senator OR U.S. House Representative DUE**
- February 25: Comparative Analysis of Health Care Systems Internationally

### WINTER BREAK March 4-10, 2013

- March 11: Health Care Quality and Medical Technology and Pharmaceuticals:  
**Health Care Disparities Complete Paper DUE**
- March 18: Maternal and Child Health Care: Issues, Policies and Programs
- March 25: Acute and Primary Care: Issues, Structure and Quality of care
- April 1: Chronic Disease Care and Disability Care: Issues, Structure and Quality of Care
- April 8: Long-Term and End-of-Life Care: Issues, Structure and Quality of Care
- April 15: **Health Care Reform Group Presentations**  
**Presentations and Handouts DUE**
- April 22: Health Care and Social Justice: Provider and System Level Strategies