

## **S.W. 634 Health Care Services and Policies, Section 002**

**Meet:** Tuesdays 2pm-5pm, SSW 3816  
**Instructor:** Jaclynn Hawkins, MSW  
**Office:** 3760 SSWB  
**Office hours:** By appointment: jachawk@umich.edu

### **I. 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.

### **II. COURSE OBJECTIVES**

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

<b>Objective 1:</b>	Describe the organization and delivery of health care in the US, with special attention given to the impact of recent health care reform.
<b>Objective 2:</b>	Describe disparities in health care in the U.S., their sources, and systemic strategies for intervention.
<b>Objective 3:</b>	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.
<b>Objective 4:</b>	Gain an understanding of how social work practitioners can influence and participate in formulating, advocating and implementing policy.
<b>Objective 5:</b>	Discuss cultural competence in health care delivery and systemic strategies for assuring culturally competent care.
<b>Objective 6:</b>	Discuss current ethical issues and controversies and apply ethical principles and decision-making in health care.
<b>Objective 7:</b>	Describe the history, roles, functions, and future of social work in health care.
<b>Objective 8:</b>	Explain health care policies to clients.

### **III. RELATIONSHIP OF THE COURSE TO FIVE CURRICULAR THEMES**

***Multiculturalism and Diversity*** issues will be integrated throughout the course and will be prominent in the content related to disparities in care, health care for the underserved, and cultural competence in health care programs, policies, and providers, as well as the contributions and limitations of alternative and complementary medicine and biomedical health services. 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), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).

***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.

***Promotion, Prevention, Treatment, and Rehabilitation*** will be addressed throughout the course, including the organization of health services, allocation of resources, and ethical issues in health care and the delivery of primary, acute, chronic and long-term care and care for people with disabilities.

***Behavioral and Social Science Research*** will be presented throughout the course and will include findings from medical sociology, political science, health care economics, health psychology, and medical anthropology.

**Relationship of the Course to Social Work Ethics and Values:** Social work ethics and values in regard to confidentiality, self-determination, and respect for cultural and religious differences are particularly important when working with children and youth. Social workers working in health settings often need to make critical intervention decisions which may have to balance risks to the client safety or emotional well-being with their need for ongoing connection to their families and communities. This course will cover the complexities of ethical dilemmas as they relate to work in health settings and the ways that the professional Code of Ethics may be used to guide and resolve value and ethical issues.

### **IV. COURSE DESIGN**

Each class session in this course will typically include a lecture given by the instructor or guest speaker, a class activity and discussions led by students. Whenever possible, assignments will be tied to the field placement experiences of students.

### **V. READINGS**

Readings will be provided in class, on our CTools website, and through the SSW Library's electronic reserves, at the instructor's discretion. **Required textbook:** Kovner, A. R. & Knickman, J.R. (Eds.) (2011). *Health Care Delivery in the United States* (10th Edition). New York: Springer Publishing Co. **NOTE: you can access the book online for free here:** <http://umichigan.ebib.com/patron/FullRecord.aspx?p=717382>

## VI. ASSIGNMENTS

1. **Practice assignment:** Students will choose a program or benefit and practice explaining the benefit to a client verbally in small groups.
2. **Facilitation of discussion:** Each student will be responsible for facilitating at least one class discussion for 45 minutes. Discussion questions must be incorporated into discussion and/or activity. Students can also choose to organize a class activity for their discussion session (i.e. debate, video, role-play, analyzing scenarios or other activity, get creative!)
3. **Discussion questions on Ctools:** Students will be required to post one question in the “forum” tab no later than Sunday at 12 midnight each week. This question should be based on the readings we will cover for the upcoming class. These questions will be graded so please make sure they are relevant to the readings and topic for the week.
4. **Current events assignment:** during class at least once during the semester, bring in a current event (newspaper article, video etc.) of interest to you and discuss with the class (must be health policy related).
5. **Linking policy to practice:** Explain how policies on the local, state and federal level impact your field setting (or alternate setting of choice if you are not doing field) and how policy shapes and influences social work practice and services (see attached instructions).
6. **Health policy advocacy portfolio and presentation** (see attached instructions).

## VII. CLASS EXPECTATIONS:

### **Expectations of Student:**

1. **Attendance:** Students are allowed to miss one class with advance notice. Missing two or more classes may result in a grade reduction (unless due to serious illness, religious obligations or pressing family matters).
  2. **Participation:** All class members are expected to be attentive to speakers and discussants and extend courtesy and respect to others. Students are expected to complete all required course readings and assignments.
  3. **Special considerations and use of electronic devices:** Please notify me immediately if you require special classroom or other considerations for instruction. I allow laptop use in class, but if it becomes a serious distraction, this policy may change.
  4. **Deadline expectations:** Assignments submitted late will be graded down half a letter grade each day the assignment is late. Exceptions require permission of the instructor; please let me know in advance if you need an extension. Incomplete grades are assigned only through negotiation with me before the due date.
  5. **Format of written assignments:** All papers must be typewritten and double-spaced using Arial, 11 point font or Times New Roman, 12 point font, and one inch margins. Clear headings and properly formatted citations must be included using either APA\* guidelines or ordered numeric referencing common to medical/health journals.
- *Publication Manual of the American Psychological Association. Fifth edition. (2001). Washington, D.C.*
  - *Students with Disabilities: If you have a disability or a condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This meeting and your information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.*

## **VIII. EVALUATION AND GRADES**

Your class grade will be based on my evaluation of:

Attendance and participation in class discussions and assignments	25 points
Facilitation of class discussion	10 points
Linking Policy to Practice Paper <b>DUE 2/26</b>	20 points
Advocacy portfolio <b>DUE 4/16</b>	35 points
Discussion questions on Ctools	5 points
Current events assignment	5 points
<b>TOTAL</b>	<b>100 points</b>

Separate handouts will be provided for each assignment.

**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.**

### **Description of criteria for letter grades**

<b>Grade</b>	<b>Description</b>
A+	Work goes beyond the expectations of the course and the expertise students are expected to master.
A or A-	Student work demonstrates mastery of content and surpasses expectations in other areas.
B+ or B	Student work is satisfactory.
B- to C	Student work is below expectations in most areas but satisfactory in some.
C- to F	Student work fails to meet expectations in all areas.

**SW 634 COURSE CALENDAR**  
**January 15, 2012**

<p><b>Week 1</b>  <b>January 15:</b></p>	<p><b>Introduction and Overview of Course-</b></p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review course syllabus and expectations</li> <li>• Assign program/benefit for next weeks activity</li> <li>• Class discussion leader sign-up</li> </ul>
<p><b>Week 2</b>  <b>January 22:</b></p>	<p><b>MLK Day, No Class!</b></p>
<p><b>Week 3</b>  <b>January 29:</b></p>	<p><b>Overview of US Health Care System-</b></p> <p>Preparation for class activity and discussion:  Come to class prepared to explain your benefit or policy (5 minutes or less). Be sure to research your policy and bring in the application if needed. Information for most benefits/policies can be found at the websites below. In a small group, you will role-play explaining the program/benefit to a client.</p> <p>Readings:  *Kovner, A.R. &amp; Knickman, J.R., "The Current US Health Care System," Chapter 1 and 1A in Kovner, A. R. &amp; Knickman, J.R. (Eds.) (2011). <i>Health Care Delivery in the United States</i> (10th Edition). New York: Springer Publishing Co.</p> <p>*Knickman, J.R., "Health Care Financing," Chapter 3 in in Kovner, A. R. &amp; Knickman, J.R. (Eds.) (2011). <i>Health Care Delivery in the United States</i> (10th Edition). New York: Springer Publishing Co.</p>
<p><b>Week 4</b>  <b>February 5:</b></p>	<p><b>Health Care Reform- The Affordable Care Act (ACA)</b></p> <p>Preparation for class activity and discussion:  After completing the readings think about how the ACA might impact your clients in your field placement and beyond (i.e. immigrant populations, children, persons with disabilities etc.). Also, think about how political supporters and opponents of the ACA may reform the ACA. In class, we will use small groups based on specific populations to discuss and summarize reforms, then each group will report back to class.</p> <p>Readings:  *NASW website on health care reform (website on ctools)</p> <p>*Kaiser Family Foundation Health Care Reform Website (website on ctools)</p> <p>*Sparer, MS. "Health Policy and Health Reform," Chapter 2, in Kovner, A. R. &amp; Knickman, J.R. (Eds.) (2011). <i>Health Care Delivery in the United States</i> (10th Edition). New York: Springer Publishing Co.</p> <p>*John McDonough. 2011. <i>Inside National Health Reform</i> (University of California Press, 2011): Chapter 5, 107-139, "The Three-Legged Stool."</p>

	<p>Jonathan Cohn. 2010. How They Did It: The Inside Story of Health Care Reform's Triumph, <i>The New Republic</i>, June 10: 14-25.  <a href="http://www.tnr.com/article/politics/75062/how-they-did-it-part-one#">http://www.tnr.com/article/politics/75062/how-they-did-it-part-one#</a></p> <p>Lawrence Brown. 2011. The Elements of Surprise: How Reform Happened. <i>Journal of Health Politics, Policy and Law</i> 36: 419-427.</p> <p>Mollyann Brodie et al. 2010. Liking the Pieces, Not The Package: Contradictions in Public Opinion During Health Reform. <i>Health Affairs</i> 29: 1125-1130.</p> <p>Buck, J. A. (2011). The looming expansion and transformation of public substance abuse treatment under the Affordable Care Act. <i>Health Affairs</i>, 30(8), 1402-1410.</p> <p>Optional:  Kaiser Family Foundation. 2010. Summary of the New Health Reform Law. <a href="http://www.kff.org/healthreform/upload/8061.pdf">http://www.kff.org/healthreform/upload/8061.pdf</a>  Patient Protection and Affordable Care Act. 2010.  Health Care and Education Reconciliation Act. 2010.</p>
<p><b>Week 5 February 12:</b></p>	<p><b>Women and Children's Health-</b></p> <p><b>Guest Speaker: Assistant Professor Luke Schaefer</b></p> <p>Readings:</p> <p>*Health Coverage of Children: The Role of Medicaid and CHIP  <a href="http://www.kff.org/uninsured/upload/7698-06.pdf">http://www.kff.org/uninsured/upload/7698-06.pdf</a></p> <p>*State Adoption of Coverage and Enrollment Options in The Children's Health Insurance and Reauthorization Act of 2009  <a href="http://www.kff.org/medicaid/upload/8146.pdf">http://www.kff.org/medicaid/upload/8146.pdf</a></p> <p>*Hudson JL, Selden TM, Banthin JS. The impact of SCHIP on insurance coverage of children. <i>Inquiry</i>. 2005 Fall;42(3):232-54.</p> <p>*Medicaid's Role for Women Across the Lifespan: Current Issues and the Impact of the Affordable Care Act  <a href="http://www.kff.org/womenshealth/upload/7213-04.pdf">http://www.kff.org/womenshealth/upload/7213-04.pdf</a></p> <p>*Johnson, K. A. (2010). Women's health and health reform: implications of the Patient Protection and Affordable Care Act. <i>Current Opinion in Obstetrics and Gynecology</i>, 22(6), 492.</p> <p>*Ethier, K. A., Dittus, P. J., DeRosa, C. J., Chung, E. Q., Martinez, E., &amp; Kerndt, P. R. (2011). School-based health center access, reproductive health care, and contraceptive use among sexually experienced high school students. <i>Journal of Adolescent Health</i>, 48(6), 562-565.</p> <p>Shone LP, Dick AW, Klein JD, et al. Reduction in racial and ethnic disparities after enrollment in the State Children's Health Insurance Program. <i>Pediatrics</i>. 2005</p>

	<p>Jun; 115(6):e697–705.</p> <p>Kenney G. The impacts of the State Children’s Health Insurance Program on children who enroll: findings from ten states. <i>Health Serv Res.</i> 2007 Aug;42(4):1520–43.</p> <p>National Women’s Law Center  <a href="http://www.nwlc.org/resource/affordable-care-act-and-reproductive-health-what%E2%80%99s-stake">http://www.nwlc.org/resource/affordable-care-act-and-reproductive-health-what%E2%80%99s-stake</a></p>
<p><b>Week 6 February 19:</b></p>	<p><b>Access to Health Care and Health Disparities-</b></p> <p>Video: UNNATURAL CAUSES: Is inequality making us sick?</p> <p>Preparation for class activity and discussion:  Does your field placement (or agency related to your concentration) collect any data related to the populations they serve, access to care or barriers to care? This may include collection of data on trends of service use, data on race or income or reports on disparities in care (why clients do not utilize services etc.). Bring what you find to class for discussion.</p> <p>Readings:  *Billings, J, Cantor, JC, &amp; Clinton, C. “Access to Care,” Chapter 8, in Kovner, A. R. &amp; Knickman, J.R. (Eds.) (2011). <i>Health Care Delivery in the United States</i> (10th Edition). New York: Springer Publishing Co.</p> <p>*Fiscella, K., Williams, D. (2008). Health Disparities Based on Socioeconomic Inequities: Implications for Urban Health Care, in <i>Health Policy, Crisis and Reform in the U.S. Health Care Delivery System</i>, Jones &amp; Barlett Press, 49-60.</p> <p>Krehely, J. How To Close the LGBT Health Disparities Gap, Center for American Progress, 12/21/09.  <a href="http://www.americanprogress.org/issues/lgbt/report/2009/12/21/7048/how-to-close-the-lgbt-health-disparities-gap/">http://www.americanprogress.org/issues/lgbt/report/2009/12/21/7048/how-to-close-the-lgbt-health-disparities-gap/</a></p> <p>Assessing Potential Sources of Racial and Ethnic Disparities in Care: Patient and System-Level Factors," Chapter 3 in Smedley, B.D., Stith, A.Y. &amp; Nelson, A.R. (Eds.) (2003). <i>Unequal Treatment: Confronting Racial and Ethnic Disparities in Healthcare</i>. Washington, D.C. The National Academies Press.</p>
<p><b>Week 7 February 26:</b></p>	<p><b>Meaningful and Accessible Health Care-Policies, programs and services that seek to address disparities in health care</b></p> <p><b>DUE: Linking Policy to Practice Paper</b></p> <p><b>Guest speaker: Kerri Nicoll, MSW, University of Michigan School of Social Work</b></p> <p>Readings:  *Meyers, Kate. (2007). Issue Brief: Racial and Ethnic Health Disparities, Kaiser</p>

	<p>Permanente Institute for Health Policy, 1-8. Update</p> <p>*Gehlert, S., Mininger, C., Sohmer, D., Berg, K. (2008). (Not So) Gently Down the Stream: Choosing Targets to Ameliorate Health Disparities, Health and Social Work, Vol. 33, Number 3, August, 2008, 163-167.</p> <p>The Health of Lesbian, Gay, Bisexual, and Transgender People; Building a Foundation for Better Understanding, Report Brief of Institute of Medicine, March 2011.</p> <p>Two Feathers, Kieffer, EC, Palmisano, G, et al. Racial and ethnic approaches to community health (reach) Detroit partnership: improving diabetes-related outcomes among African American and Latino adults. Am J Public Health. 2005 95(9):1552-1560.</p> <p>Two Feathers J, Kieffer EC, Palmisano G, et al. The development, implementation, and process evaluation of the reach Detroit partnership's diabetes lifestyle intervention. Diabetes Educ. 2007 33:509-520.</p>
	<p><b>WINTER BREAK Mar 2-Mar 10 2012</b></p>
<p><b>Week 8 March 12:</b></p>	<p><b>Advocating for Change- What is health policy advocacy? How can social workers advocate for at-risk populations?</b></p> <p><b>DUE: Advocacy Portfolio Statement</b></p> <p>Preparation for class activity and discussion:</p> <ul style="list-style-type: none"> <li>• Listen to APHA Webinar on Health Policy Advocacy: <a href="http://www.apha.org/advocacy/Health+Reform/?gclid=CJ_srvTn_LMCFeIDMgodLCAA9A">http://www.apha.org/advocacy/Health+Reform/?gclid=CJ_srvTn_LMCFeIDMgodLCAA9A</a></li> </ul> <p>In class, we will divide into groups representing different constituencies (communities, individuals, nonprofits and government orgs etc.) impacted by a health policy issue. Each group will (1) create a policy position; (2) develop strategies to advance the policy position.</p> <p>Readings:</p> <p>*Wise M. The role of advocacy in promoting health. Promot Educ 2001;8:69-74.</p> <p>*Trust for America's Health. You, too, can be an effective health advocate: make a difference in 5 easy steps [cited 2008 Mar 4]. Available from: URL: <a href="http://healthyamericans.org/reports/files/advocacyguide.pdf">http://healthyamericans.org/reports/files/advocacyguide.pdf</a></p> <p>Brownson RC, Malone BR. Communicating public health information to policy makers, chapter 7. In: Nelson DE, Brownson RC, Remington PL, Parvanta C, editors. Communicating public health information effectively: a practical guide for practitioners. Washington: American Public Health Association; 2002. p. 96-114.</p> <p>*Trust for America's Health. 5 easy steps to making health advocacy hometown news: advocating for better health in your community through media attention [cited 2008 Mar 4]. Available from: URL:</p>



	<p><a href="http://healthyamericans.org/reports/files/mediaguide.pdf">http://healthyamericans.org/reports/files/mediaguide.pdf</a></p> <p>Teret SP, Alexander GR, Bailey LA. The passage of Maryland's gun law: data and advocacy for injury prevention. <i>J Public Health Policy</i> 1990;11:26-38.</p> <p>Bardach E. Appendix B: things governments do. In: <i>A practical guide for policy analysis: the eightfold path to more effective problem solving</i>, 2nd ed. Washington: CQ Press; 2004. p. 123-31.</p> <p>Wallack L, Woodruff K, Dorfman L, Diaz I. <i>News for a change: an advocate's guide to working with the media</i>. Newbury Park (CA): Sage Publications, Inc.; 1999.</p> <p>Vernick JS. Lobbying and advocacy for the public's health: what are the limits for nonprofit organizations? <i>Am J Public Health</i> 1999;89:1425-9.</p>
<p><b>Week 9 March 19:</b></p>	<p><b>Comparative Analysis of Health Care Systems-</b></p> <p>Frontline: Sick Around the World  <a href="http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld">http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld</a></p> <p>Readings:</p> <p>*Frogner, BK, Waters, HR, &amp; Anderson, GF. "Comparative Health Systems," Chapter 4, in Kovner, A. R. &amp; Knickman, J.R. (Eds.) (2011). <i>Health Care Delivery in the United States</i> (10th Edition). New York: Springer Publishing Co.</p> <p>*Davis, K., Schoen, M., Stremikis, M. (2010). <i>Mirror, Mirror, on the Wall: How the Performance of the U.S. Health Care System Compares Internationally, 2010 Update</i>, downloaded from the internet, <a href="http://www.cmwf.org">www.cmwf.org</a>, August 10, 2010.</p> <p>Spiegel JM, Yassi A. "Lessons from the margins of globalization: appreciating the Cuban health paradox". <i>Journal of Public Health Policy</i>. 25(1):85-110.</p> <p>Sanmartin, C., Berthelot, J-M., Ng, E., Murphy, K., Blackwell, D.L., Gentleman, J.F., Martinez, M.E. &amp; Simile, C.M. (2006). "Comparing Health and Health Care Use in Canada and the United States." <i>Health Affairs</i> 25(2): 1133-1142.</p> <p>Wen CP et al. "A 10-Year Experience with Universal Health Insurance in Taiwan: Measuring Changes in Health and Health Disparity". (2008). <i>Annals of Internal Medicine</i> 148: 258-267.</p>
<p><b>Week 10 March 26:</b></p>	<p><b>Disability- Demographics, History, Legislation, Programs and Services</b></p> <p>Readings:</p> <p><a href="http://www.ada.gov">www.ada.gov</a>  <a href="https://www.disability.gov/">https://www.disability.gov/</a>  <a href="http://www.un.org/disabilities/">http://www.un.org/disabilities/</a></p> <p>*Hunt, Albert. Disabled See Progress, but Problems Persist, <i>New York Times</i>, July 25, 2010.</p>

	<p>*Antle, B., Montgomery, G., Stapleford, C. (2009). The Many Layers of Social Support: capturing the Voices of Young People with Spina Bifada and Their Parents, <i>Health and Social Work</i>, Vol. 34, No. 2, May 2009, 97-106.</p> <p>*Russell, David. Living Arrangements, Social Integration, and Loneliness in Later Life: The Case of Physical Disability, 2009, <i>Journal of Health and Social Behavior</i>, Vol. 50, No. 4, 460-475.</p>
<p><b>Week 11</b> <b>April 2:</b></p>	<p><b>Aging; Long-Term and End-of-Life Care-</b></p> <p><b>Long-Term Care</b></p> <p>Readings: *Allen, P.D., Nelson, H.W. &amp; Netting, F. E. (2007). "Current Practice and Policy Realities Revisited: Under-trained Nursing Home Social Workers in the U.S." <i>Social Work in Health Care</i> 45 (4): 1-22.</p> <p>Feldman, P.H., Nadash, P., &amp; Gursen, M.D., "Long-term Care," Chapter 9 in Kovner, A. R. &amp; Knickman, J.R. (Eds.) (2008). <i>Health Care Delivery in the United States</i> (9th Edition). New York: Springer Publishing Co.</p> <p><b>End-of-Life Care</b></p> <p>Readings: *Sachedina, A. (2005). "End-of-Life: The Islamic View," <i>The Lancet</i> 366(9487): 774-779.</p> <p>Meisel A. "End-of-Life Care." <i>The Hastings Center Bioethics Briefing Book</i>; pp 51-54.</p> <p>Supplemental Readings and Resources: Mackelprang, R.W. &amp; Mackelprang, R.D. (2005). "Historical and Contemporary Issues in End-of-Life Decisions: Implications for Social Work." <i>Social Work</i> 50 (4): 289-384.</p> <p>Cohn, F. (1999). "The Ethics of End-of-Life Care for Prison Inmates." <i>Journal of Law, Medicine and Ethics</i>, 27:252-259.</p> <p>Demme, Richard A., Singer E., Greenlaw J, Quill T., (2006) "Ethical Issues in Palliative Care." <i>Anesthesiology Clinics of North America</i>. 24: 129-144.</p> <p>Reese, D.J. &amp; Raymer, M. (2004). "Relationships between Social Work Involvement and Hospice Outcomes: Results of the National Hospice Social Work Survey." <i>Social Work</i> 49 (3): 415-422.</p> <p>Teno, J. et al. (2004). "Family Perspectives on End-of-Life Care at the Last Place of Care." <i>JAMA</i> 291(1): 88-93.</p>
<p><b>Week 12</b> <b>April 9:</b></p>	<p><b>Immigration and Immigrants – Issues of eligibility, coverage, and service provision in health, aging, and disability services.</b></p> <p>Readings:</p>

	<p>*Derose, KP, Escarce JJ, Lurie N. (2007) "Immigrants and Health Care: Sources of Vulnerability." <i>Health Affairs</i>. 26(5):1258-1268.</p> <p>*Ruiz-Casares, M., Rousseau, C., Derluyn,I., Watters, C., Crepeau, F. Right and access to healthcare for undocumented children: Addressing the gap between international conventions and disparate implementations in North America and Europe, <i>Social Science &amp; Medicine</i> 70 (2010), 329-336.</p> <p>*Sontag, Deborah. (2008). Immigrants Facing Deportation by U.S. Hospitals. <i>The New York Times</i>, August 3, 2008.</p>
<p><b>Week 13</b> <b>April 16:</b></p>	<p><b>Government-Provided Health Care: Issues, Policies and Programs: Military and Veteran's Health Care and Jail and Prison Health Care</b></p> <p><b>DUE: Advocacy Portfolio</b></p> <p><b>Military and Veteran's Health Care</b></p> <p>Readings:</p> <p>*Manske, J.E. (2006). "Social Work in the Department of Veterans Affairs: Lessons Learned." <i>Health and Social Work</i> 31(1): 233-238.</p> <p>*Impact of Caring for Wounded Veteran Son on Mother and Daughter NPR Marketplace Money. PBS, February 20, 2009 (see ctools for link).</p> <p>*Bilmes, L. (2007). "Soldiers Returning from Iraq and Afghanistan: the long-term costs of providing veterans medical care and disability benefits." Faculty Research Working Paper Series. John F. Kennedy School of Government, Harvard University.</p> <p>Supplemental Reading and resources: US Department of Veteran Affairs <a href="http://www.va.gov/">http://www.va.gov/</a></p> <p>MHS Military Health System: US Department of Defense <a href="http://www.health.mil/">http://www.health.mil/</a></p> <p>Official website of TRICARE - the military health care coverage system <a href="http://www.tricare.mil/">http://www.tricare.mil/</a></p> <p>Himmelstein, D.U., Lasser, K.E., McCormick, D., Bor, D.H., Boyd, J.W. &amp; Woolhandler, S. (2007). "Lack of Health Coverage Among U.S. Veterans from 1987-2004," <i>American Journal of Public Health</i> 97 (12): 2199-2203.</p> <p>Tanielian T. &amp; Jaycox L.H. (2008). "Invisible Wounds: mental health and cognitive needs of Americas' returning veterans." Santa Monica, Calif.: RAND Corporation.</p> <p><b>Prison/Returning Citizen Health Care</b></p> <p>Readings:</p> <p>* Williams, N.H. (undated/2007 or later). "Prison Health and the Health of the</p>

	<p>Public: Ties that Bind.” <i>Community Voices: Healthcare for the Underserved</i>, National Center for Primary Care, Morehouse School of Medicine</p> <p>*Wilper, A.P. et al. (2009). “The Health and Health Care of US Prisoners: results of a nationwide survey,” <i>American Journal of Public Health</i>. 99(4): 1-7.</p> <p>Supplemental reading and resources:  Freudenberg, D. (2002). “Adverse Effects of US Jail and Prison Policies on the Health and Well-Being of Women of Color,” <i>American Journal of Public Health</i> 92(12): 1895-1899.</p> <p>Gaes, Gerald G., and Newton Kendig. "The skill sets and health care needs of released offenders." Washington: Urban Institute (2003).</p>
<p><b>Week 14</b>  <b>April 23:</b></p>	<p><b>Mental Health Care &amp; Native American Health (Indian Health Service)</b></p> <p><b>Mental Health Care</b></p> <p>Readings:  *ACA and Mental Health  <a href="http://www.nami.org/Content/NavigationMenu/State_Advocacy/About_the_Issue/Affordable_Care_Act_Fact_Sheet_2011.pdf">http://www.nami.org/Content/NavigationMenu/State_Advocacy/About_the_Issue/Affordable_Care_Act_Fact_Sheet_2011.pdf</a></p> <p>* U.S. DHHS, (2001). Chapter 7, A Vision for the Future, 159-167, in: <i>Mental Health: Culture, Race and Ethnicity - A Supplement to Mental Health: A Report of the Surgeon General</i>. Rockville, MD, U.S. DHHS, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services.</p> <p>*Yip, K. (2000). The community care movement in mental health services: Implications for social work practice. <i>International Social Work</i>, 43( 1), 33-48.</p> <p>*Organizing and financing mental health services  <a href="http://www.surgeongeneral.gov/library/mentalhealth/toc.html#chapter6">http://www.surgeongeneral.gov/library/mentalhealth/toc.html#chapter6</a></p> <p>Additional mental health sites:  <a href="http://www2.med.umich.edu/psychiatry/umdc/resourcesupport.cfm">http://www2.med.umich.edu/psychiatry/umdc/resourcesupport.cfm</a> UM Depression Center  <a href="http://www.mdch.state.mi.us/">http://www.mdch.state.mi.us/</a> Michigan Department of Community Health  <a href="http://www.macmhb.org/">http://www.macmhb.org/</a> (Michigan Association of Community Mental Health Boards).  <a href="http://www.co.washtenaw.mi.us/DEPTS/CMH.HTM">http://www.co.washtenaw.mi.us/DEPTS/CMH.HTM</a>  <a href="http://namiwc.org/">http://namiwc.org/</a> (NAMI, Washtenaw County)  <a href="http://mi.nami.org/">http://mi.nami.org/</a> (NAMI, Michigan) (CMH)</p> <p><b>Indian Health Service</b></p> <p>Readings:</p>

\* Joe J. "The Rationing of Healthcare and Health Disparity for the American Indians/Alaska Natives." In: **BD Smedley, AY Stith, AR Nelson.** (2003) Unequal treatment: Confronting racial and ethnic disparities in health care.: 528-551.

\* How does the ACA Impact IHS? Factsheet.

<http://www.healthcare.gov/news/factsheets/2011/03/americanindianhealth03212011a.html>

Supplemental reading and resources:

Thierry J, Brennenman G. et al. (2009) "History, Law and Policy as a Foundation for Health Care Delivery for American Indian and Alaska Native Children." Pediatric Clinics of North America. 56:1539-1559.

U.S. Civil Rights Commission (September 2004). Broken Promises: Evaluating the Native American Health Care System.