Winter 2014  
S.W. 634  Health Care Services and Policies, Section 001

Meet: Mondays  2pm-5pm, SSW 3816  
Instructor: Sojung Park, MSW  
Guest Instructor: BoRin Kim, MSW  
Office: 3760 SSWB  
Office hours: By appointment: sojupark@umich.edu  
poya@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:

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

Each class will have three segments, each roughly 50 minutes in duration:
Segment 1. Instructor lecture
Segment 2. Student team will lead the full-class discussion based on the assignment articles.
Segment 3. Student team will lead the full-class activity & discussion.

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.

Textbook:


VI. ASSIGNMENTS

1. **Student team leading article discussions. (20%)**
   Two students will work together in preparation for the full-class discussion based on the assignment articles. The two student-team is responsible for reading and synthesizing their colleagues’ responses and discussion questions and for leading the in-class discussion on the articles. Your role is to lead and encourage class discussion of the topic, not to lecture on the topic. Note: You and your partner are jointly responsible for all content and presentation.

2. **Student team leading current events discussion. (20%)**
   Two students will work together in preparation for the full-class discussion based on their choice of topic. Each week, bring in a current event (newspaper article, video etc.) of interest to you and discuss with the class (must be health policy related). Note: You and your partner are jointly responsible for all content and presentation.

3. **Discussion questions on Ctools (10%)**: Students will be required to post one question in the “forum” tab no later than Saturday 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. **Health policy advocacy portfolio and presentation (30%)** (see attached instructions).

**VIII. EVALUATION AND GRADES**

Your class grade will be based on our evaluation of:

- Attendance and participation in class discussions 20 points
- Facilitation of class discussion 40 points
- Advocacy portfolio **DUE 4/21** 30 points
- Discussion questions on Ctools 10 points

**TOTAL** 100 points

**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.

  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.

Separate handouts will be provided for each assignment.

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

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A+</td>
<td>Work goes beyond the expectations of the course and the expertise students are expected to master.</td>
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<td>A or A-</td>
<td>Student work demonstrates mastery of content and surpasses expectations in other areas.</td>
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<td>B+ or B</td>
<td>Student work is satisfactory.</td>
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<td>B- to C</td>
<td>Student work is below expectations in most areas but satisfactory in some.</td>
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<tr>
<td>C- to F</td>
<td>Student work fails to meet expectations in all areas.</td>
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SW 634 COURSE CALENDAR

Week 1
January 13:
Introduction and Overview of Course -
• Introductions
• Review course syllabus and expectations
• Class discussion leader sign-up

A Brief Overview of the US Health Care

Week 2
January 20:
MLK Day, No Class!

Week 3
January 27:
Health Care Reform- The Affordable Care Act (ACA)

Guest speaker: David Jones, MPH, Doctoral Candidate
Health Management and Policy, School of Public Health, University of Michigan
"Policy, Politics, and the Implementation of Health Reform."

Readings:


http://www.tnr.com/article/politics/75062/how-they-did-it-part-one#

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<tr>
<th>Week 4</th>
<th>February 3:</th>
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<tr>
<td><strong>Disparities in health and health care utilization</strong></td>
<td><strong>Health care delivery system in the US</strong></td>
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<td>Readings:</td>
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<th>Week 5</th>
<th>February 10:</th>
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<tr>
<td><strong>Financing health care in the US</strong></td>
<td><strong>Guest speaker: Hsou Mei Hu, Ph.D.</strong></td>
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<td>Clinical Information &amp; Decision Support Services, University of Michigan Health System</td>
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<td>Readings:</td>
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<td><strong>Overview</strong></td>
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**Meaningful and Accessible Health Care**  
**Policies, programs and services that seek to address disparities in health care**

**Readings:**


The Health of Lesbian, Gay, Bisexual, and Transgender People; Building a Foundation for Better Understanding, Report Brief of Institute of Medicine, March 2011.


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**Week 7**  
**February 24:**  
**Advocating for Change- What is health policy advocacy? How can social workers advocate for at-risk populations?**

Preparation for class activity and discussion:
- Listen to APHA Webinar on Health Policy Advocacy: [http://www.apha.org/advocacy/Health+Reform/?gclid=CJ_srvTn_LMCFelDMgodLCAA9A](http://www.apha.org/advocacy/Health+Reform/?gclid=CJ_srvTn_LMCFelDMgodLCAA9A)

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.

Readings:


**Week 8**

**March 10:**

**Maternal and Children’s Health**

**DUE: Advocacy Portfolio Statement**

Readings:

*Health Coverage of Children: The Role of Medicaid and CHIP*
http://www.kff.org/uninsured/upload/7698-06.pdf

*State Adoption of Coverage and Enrollment Options in The Children’s Health Insurance and Reauthorization Act of 2009*
http://www.kff.org/medicaid/upload/8146.pdf


*Medicaid’s Role for Women Across the Lifespan: Current Issues and the Impact of the Affordable Care Act*


National Women’s Law Center

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<th>Week 9</th>
<th>March 17: Aging; Long-Term and End-of-Life Care</th>
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<tr>
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<td>Long-Term Care</td>
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<td>End-of-Life Care</td>
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<td>Readings:</td>
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<td>Week 10</td>
<td>Disability- Demographics, History, Legislation, Programs and Services</td>
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<td>March 24:</td>
<td>Readings:</td>
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<td><a href="http://www.ada.gov">www.ada.gov</a></td>
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<td><a href="https://www.disability.gov/">https://www.disability.gov/</a></td>
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<td><a href="http://www.un.org/disabilities/">http://www.un.org/disabilities/</a></td>
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<th>Week 11</th>
<th>Comparative Analysis of Health Care Systems-</th>
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<td>March 31:</td>
<td>Readings:</td>
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<td>Frontline: Sick Around the World</td>
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<td><a href="http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld">http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld</a></td>
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<td>Wen CP et al. “A 10-Year Experience with Universal Health Insurance in Taiwan:</td>
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Week 12
April 7:

Mental Health Care

Guest speaker: Sarah Lipson, Med
Doctoral student in Public Health & Education
“Utilization of and access to mental health services”

Readings:


ACA and Mental Health
http://www.nami.org/Content/NavigationMenu/State_Advocacy/About_the_Issue/Affordable_Care_Act_Fact_Sheet_2011.pdf

Organizing and financing mental health services
http://www.surgeongeneral.gov/library/mentalhealth/toc.html#chapter6

Additional mental health sites:
http://www2.med.umich.edu/psychiatry/umdc/resourcesupport.cfm  UM Depression Center
http://www.mdch.state.mi.us/ Michigan Department of Community Health
http://www.co.washtenaw.mi.us/DEPTS/CMH.HTM
http://namiwc.org/ (NAMI, Washtenaw County)
http://mi.nami.org/ (NAMI, Michigan)
(CMH)

Week 13
April 14:

Government-Provided Health Care: Issues, Policies and Programs:
Military and Veteran’s Health Care and Jail and Prison Health Care
Military and Veteran’s Health Care

Readings:


* Impact of Caring for Wounded Veteran Son on Mother and Daughter NPR Marketplace Money. PBS, February 20, 2009 (see ctools for link).


Supplemental Reading and resources:
US Department of Veteran Affairs
http://www.va.gov/

MHS Military Health System: US Department of Defense
http://www.health.mil/

Official website of TRICARE - the military health care coverage system
http://www.tricare.mil/


Prison/Returning Citizen Health Care

Readings:
* Williams, N.H. (undated/2007 or later). “Prison Health and the Health of the Public: Ties that Bind.” *Community Voices: Healthcare for the Underserved*, National Center for Primary Care, Morehouse School of Medicine


Supplemental reading and resources:
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<th>Week 14 April 21:</th>
<th>Immigration and Immigrants – Issues of eligibility, coverage, and service provision in health, aging, and disability services.</th>
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Native American Health (Indian Health Service)

DUE: Advocacy Portfolio

Readings:


Supplemental reading and resources:
