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 and behavioral health care systems, services and policies, 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, including efforts to equalize financing of physical and behavioral health services. Health care policy will be examined at federal, state, local and agency/organizational levels, including the role of social work in policy and advocacy. The content and implementation of the Affordable Care Act will be highlighted. The course will specifically address policies and programs that aim to integrate physical and behavioral health services, emphasizing evidence-based models delivered in primary care settings and community support, family and school-based programs and interventions. The role of government in planning, organizing and delivering health care services will be examined, including public sector services related to military and veteran’s health care, prison and reentry services and services to American Indian/Alaska Native communities. 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. Emerging trends and promising strategies that promote social justice in health care will be examined.

COURSE OBJECTIVES

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

1. Describe the evolution, organization, and distribution of health care services in the U.S., including gaps and excesses, and inequities in access and quality of care, including physical and behavioral health services.

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 services, including physical and behavioral health care, and the impact of these mechanisms on equity, access and successful integration of services.
4. Describe evidence-based models for health care delivery including integrated physical and behavioral health care services in a variety of settings and addressing a variety of populations.
6. Identify the role of government in health care policy and in planning, organizing, and delivering health and behavioral health services, including advocating for systems change.
7. Identify, describe and discuss the key elements of the Affordable Care Act, and assess progress toward implementation at the federal and state levels.
8. 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.
9. Discuss current ethical issues and controversies and apply ethical principles and decision-making in health care.
10. Identify the role of social work in policy development, services planning and delivery of health care and behavioral health care services.
11. Discuss innovative approaches to improving health care access, quality and delivery, particularly addressed to eliminating health care inequities.

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 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 an adapted version of Sultz, Henry A., and Young, Kristina M. (2014). Health Care USA. Understanding Its Organization and Delivery, Eighth Edition. To keep costs down, we have selected specific chapters that will be assigned as background reading and made them into a unique textbook for this class and SW634. This book is available for purchase from Ulrich’s: 549 East University Avenue; (734) 662-3201. It is not available through Amazon or other booksellers. The textbook provides excellent information on the complexities of U.S. health care system and its services and policies. 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. Lectures, discussions and other required readings, videos and other materials will provide complementary and supplemental information and experiences.

Reading lists with required and supplemental materials are organized by week in the CTOOLS Resources folder. These include readings, web links to news articles, reports and videos, and presentations that are available in CTOOLS. All required readings that are not in the textbook are available in the required reading folder in the CTOOLS resource folder. The content of the supplemental readings folder may not overlap exactly with the supplemental reading list since new resources may be added throughout the semester. 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.

CLASS REQUIREMENTS

Preparation: The University of Michigan Rackham graduate school guideline expects graduate students to spend approximately 2-3 hours in independent preparation for each hour of class time. [Link](http://www.rackham.umich.edu/faculty-staff/information-for-programs/directors/guidelines-for-graduate-course-approval/assignment-of-credit-hours). This would translate to 6-9 hours a week for this class, on average. Assignments and required readings and other resource materials have been developed for this class to enable students to successfully achieve the goals and objectives of the course, and to develop and strengthen broader knowledge, values and skills important to success as a social worker.

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 1) completing a summary of the key points of each of the required readings, and 2) 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 2:10 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).

**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 I have asked you to use them for a class activity or you have made prior arrangements with me, for cause. Use without my agreement will affect your participation score.

**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:


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


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

Kieffer EC, Salabarria-Peña Y, Odoms-Young AM, Willis SK, Palmisano G, Guzmán JR. The Application of Focus Group Methodologies to Community-Based Participatory Research. In: Israel BA, Eng E, Schulz AJ, Parker EA,

**Assignments**

**1) Co-Facilitator role in class discussion (Due on sign-up days) 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 topic.
b. Reading/watching/listening to additional materials related to your topic, including from the supplemental list and other material that you may find.
c. Facilitating class discussion of the topic – emphasizing, but not limited to, the required materials related to the topic.
d. Preparing and using a document **for your discussion session** that includes:

   - For each required reading/resource:
     - a key idea paragraph
     - at least 2 discussion questions and key discussion points that represent possible responses to these two questions. Put the discussion points under each question.

   - For all readings/resources that you used, considered as a group
     - discussion points that integrate the key themes and conclusions from across the materials that you have read/listened to/watched. What are the main lessons learned that you want to emerge from the discussion, related to the topic?

Think about themes that link the readings/other materials and any video or activity that you used. What are the “take-home messages”, taken as a whole? In conclusion, what are the implications for health care services and policies? What are the implications for social worker practice [macro and micro]?

   - For each audio/video clip and activity (if used)
     - Include a brief description and the objective for using the audio/video clip and activity to enhance discussion
     - Include the name and link for any video or similar resource that you use.
     - Include a written description of, and instructions related to, any activity that you use.

* Please note that an activity is not required, but may enhance discussion. An activity must not replace discussion. Similarly, a short audio or video clip may be used to enhance, not replace, discussion, and should not account for more than 5 minutes of your session.
**The document** must contain the course number, section, the date and your names, and the written description/instructions and any relevant web links used or related to any activity that you integrate with the discussion (as described above).

NOTES: Please make 2 copies of the document – one for yourselves and one for me. Please give me my copy before the start of class on your session day.

You and your partner are jointly responsible for the content of the document and the discussion facilitation.

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 those facilitated by your colleagues on the topics of the day and on the news media stories.

   b. You must bring to class each week, a paper document that contains, for each starred reading:

- at least 2 discussion questions and
- key discussion points that represent possible responses to these two questions. Please note that these discussion points are not questions. Put the discussion points under each question.

   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**

Health care services and policies, including health care reform, are constantly in the news. In fact, much of the public’s perception of these issues is influenced by the way these news stories and in-depth features are portrayed, ranging from careful and well-researched studies of issues to inflammatory and not-so-well documented articles and blog posts. As 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 includes selecting a health care news story, preparing a written summary, and presenting and leading class discussion about the story.

The objectives of this assignment are: 1) to familiarize yourself with, and review the resources regarding, health care services and policies that are available in major news media outlets. 2) engage yourself and your classmates in an analysis and discussion about current developments in health care services and policies, using a story found in a newspaper (e.g. Washington Post, New York Times, Christian Science Monitor), radio (e.g. NPR), or TV (e.g. PBS or other reputable) show. Opinion pieces are not acceptable. Avoid highly partisan sources such as Fox News or MSNBC. If in doubt about subject, depth or reliability, review your story with me. See assignment guideline for details.

4) **Letters to your U.S. Senator, U.S. House Representative, State Senator or State Representative (Due February 4); 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, U.S. House representative, State Senator or State 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.**

5) Health Care Disparities Issue Brief (group project); (Due March 18 - first 2 sections due February 18); 20% of grade

**Issue Brief Objectives:** After completing this issue brief, you will have: 1) become familiar with the data, research and practice literature on health care disparities associated with a specific health condition; 2) described and analyzed the contribution of economic, geographic, social, cultural, political and other non-health system factors to this set of 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 this set of health care disparities; and 4) Identified and described at least 2 programs and/or policies that have been conducted or recommended to address this set of health care disparities. **See assignment guideline for details. (To be distributed later).**

6) State Implementation of the Affordable Care Act: Handout and Poster Session (Due April 15); 30% of grade

**Handout/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 the Affordable Care Act on a variety of populations and stakeholders; 3) develop skills in locating current information on the status of implementation of the ACA at the state level. This assignment will involve development of professional quality handouts related to implementation of the ACA in 2 states and creation and presentation of a related poster during a poster session. **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%
4) Letter to U.S. or State senator or representative 10%
5) Health care disparities issue brief (group project) 20%
6) ACA implementation handouts, poster and poster presentation 30%

**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).
  - 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).


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://ssw.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.

AGREEMENT: I have read this SW 634 (Section 2), Winter 2014, syllabus and understand its contents.

Name (Print): ____________________________________________

Name (Signature): _________________________________________

Date: ________________________________________________
SW 634 WINTER 2014 CALENDAR

January 14: Introduction and Overview of the U.S. Health Care System
January 21: Health Care Financing/Health Care Reform
January 28: Health and Mental Health Care Services: Organization and Policies

February 4: Disparities in Health Care Access, Financing and Delivery
Letter to U.S. or State Senator or Representative DUE
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
Health Care Disparities Brief Sections 1 and 2 DUE

February 25: Health Care Quality and Medical Technology and Pharmaceuticals

WINTER BREAK March 4-10, 2014

March 11: Comparative Analysis of Health Care Systems Internationally
March 18: Acute and Primary Care: Issues, Structure and Quality of care
Health Care Disparities Issue Brief DUE
March 25: Chronic Disease Care and Disability Care: Issues, Structure and Quality of Care

April 1: Long-Term and End-of-Life Care: Issues, Structure and Quality of Care
April 8: Evidence-based Models and Delivery of Integrated Care in Primary Care Settings
April 15: Health Care Reform Poster Session and Discussion
Presentations and Handouts DUE
April 22: Future of Health Care and Social Justice: Emerging Trends and Strategies

NOTE: News story reports are due on the sign-up date.
January 14: Introduction and Overview of the U.S. Health Care System

**Required materials**

NOTE: 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.

Sultz and Young, Chapter 1, pp 1-28 Overview of Health Care: A Population Perspective

Sultz and Young, Chapter 2, pp. 55-65 (Landmark Legislation: The Patient Protection and ACA of 2010 and ACA Implementation Provisions

PBS Frontline, Sick Around America. 
http://www.pbs.org/wgbh/pages/frontline/sickaroundamerica/etc/tapes.html

NOTE: Many readings will assume knowledge of definitions and methods for measuring health status. If you are not familiar with these or want to review, Chiasson and Jonas’ chapter on measuring health status is recommended (see supplemental materials below and in CTOOLS).

**Supplemental materials**


January 21: Health Care Financing and Health Care Reform

**Required materials**


Kaiser Family Foundation, Health Reform Source http://healthreform.kff.org/
(review website to familiarize yourself with resources)

Sultz and Young, Chapter 8, pp. 289-336 (refs.337-348), Financing Health Care (note: 337-348 are references)

**Supplemental materials**

P.L. 111-148 Patient Protection and Affordable Care Act (March 23, 2010) 


Kaiser Family Foundation. (December 2010) “Health Reform: Implications for Women’s Access to Coverage and Care.”


January 28: Health Care and Mental Health Services - Organization and Policies

Required materials

Sultz and Young, Chapter 4, pp 109-161, Hospitals: Origin, Organization and Performance

* Sultz and Young, Chapter 5, pp 163-206. Ambulatory Care Services

* Sultz and Young, Chapter 10, pp 395-425. Mental Health Services

Supplemental materials


February 4: Disparities in Health Care Access, Financing and Service Delivery

Required materials


Supplemental materials:


February 11: Government in Health Care/Public Health – Overview

Required materials:


Supplemental materials


States’ Budget Crises Cut Deeply Into Financing for Mental Health Programs, NYTimes, January 21, 2011.

February 18: Government in Health Care/Public Health/Mental Health Systems: Roles, Policies and Services and Examples from Military and Veteran’s/Jail and Prison/Indian Health Service

NOTE: There are 3 starred readings for this day; one within each of the 3 topics. Please, at least, skim the other required readings for the day.

(1) Military and Veteran’s Health Care

Required reading and resources


Review: Veteran’s Administration (VA) official health care website: http://www.va.gov/healthbenefits/

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

Supplemental materials


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


(2) Native American Health Care & Indian Health Service (IHS) Service

Required materials


Review the Indian Health Service (HIS) website: http://www.ihs.gov/

Supplemental reading and resources


Indian Health Care Improvement Act – 25 U.S. Code Chapter 18  (Note: this was enacted as part of the P.L. 111-148 the Patient Protection and Affordable Care Act (ACA), March 23, 2010). http://www.ihs.gov/ihcia/documents/home/USCode_Title25_Chapter%2018.pdf


3) Prison/Returning Citizen Health Care

Required materials (There are 2 starred readings because Rich et al. is important and short)


Supplemental reading and resources


February 25: Quality of Health Care and Role and Impact of Medical Technology and Pharmaceuticals on Health Care and Health Policy

Required materials


Institute for Healthcare Improvement. Triple Aim (review website: note [http://www.ihi.org/offerings/Initiatives/TripleAim/Pages/default.aspx](http://www.ihi.org/offerings/Initiatives/TripleAim/Pages/default.aspx)

ABIM Foundation (2013). Five Things Physicians and Patients Should Question: Lists (Note: This page provides links to the official lists of multiple physician organizations, and also provides links to Patient-Friendly Resources from the Specialty Societies and Consumer Reports. Review website and read the recommendations lists of at least 2 physician groups and 2 consumer friendly materials from the site. [http://www.choosingwisely.org/doctor-patient-lists/](http://www.choosingwisely.org/doctor-patient-lists/)

Note: For further information, the link to more detailed lists from all societies is located in supplemental reading below and in CTOOLS.


Supplemental materials:


March 11: Comparative Analysis of Health Care Systems Internationally

Required materials

Frontline: Sick Around the World (we will watch in class) http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld


Supplemental materials


Salud website regarding Cuban Health Care System http://www.saludthefilm.net/ns/main.html


March 18: Acute and Primary Care: Issues, Structure and Quality of Care

Required materials


Supplemental materials


March 25: Chronic Disease Care and Disability Care: Issues, Structure and Quality of Care

Required materials

Chronic Disease Care


National Association of Chronic Disease Directors website
http://www.chronicdisease.org (home) (become familiar with layout and content of website)
http://www.chronicdisease.org/?page=SuccessStories (review at least 2 state success stories)
http://www.chronicdisease.org/?page=2013AppropriationsFa (review at least 2 appropriations fact sheets)

Disability Care

DHHS Office of Disability website
http://www.hhs.gov/od/index.html

DHHS. (2012). Affordable Care Act for Americans with Disabilities. (note also Office of Disabilities Resources in the left column)
http://www.hhs.gov/od/affordable_care_act.html


Social Security Administration (Online) Benefits for People with Disabilities. (review content)
http://www.ssa.gov/disability/

Supplemental Materials


PBS – Who Cares: Chronic Illness in America.
https://ctools.umich.edu/portal/site/990dbf12-941b-45f1-8b32-84a281fd5056/page/7a764ac3-cba2-4fc5-a156-3ce162725cbb


April 1: Long-Term and End-of-Life Care: Issues, Structure and Quality of Care

**Required materials**

**Long-Term Care**

Saltz and Young (2013). Ch 9, pp. 349-393. Long-Term Care. (includes end-of-life care)


**End-of-Life Care**


**Supplemental materials**


**April 8: Evidence-based Models/Delivery of Integrated Care**

**Required materials**


**Supplemental materials**


**APRIL 15 PRESENTATIONS**

**April 22: Health Care and Social Justice: Provider and Systems Level Issues and Strategies.**


Saltz and Young (2013), Ch. 13, pp 493-518, Future of Health Care.

**Supplemental materials**


SW 634 2013 ASSIGNMENTS

SW 634 DISCUSSION CO_FACILITATION AND CLASS MEMBER GUIDELINES

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 discussion points that represent possible responses to each of these two questions (Note: These points are not questions);
   3) discussion points that integrate key themes and conclusions from all of the required readings and other materials related to the topic (Note: These points are not questions);
   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

Health care services and policies, including health care reform, are constantly in the news. In fact, much of the public's perception of these issues is influenced by the way these news stories and in-depth features are portrayed, ranging from careful and well-researched studies of issues to inflammatory and not-so-well documented articles and blog posts. As 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 includes selecting a health care news story, preparing a written summary, and presenting and leading class discussion about the story.

The objectives of this assignment are: 1) to familiarize yourself with, and review the resources regarding, health care services and policies that are available in major news media outlets. 2) engage yourself and your classmates in an analysis and discussion about current developments in health care services and policies, using a story found in a newspaper (e.g. Washington Post, New York Times, Christian Science Monitor), radio (e.g. NPR), or TV (e.g. PBS or other reputable) show. Opinion pieces are not acceptable. Avoid highly partisan sources such as Fox News or MSNBC. If in doubt about subject, depth or reliability, review your story with me.

**Presenter Responsibilities**

1) review any (or all) of the following newspapers (e.g.NYTimes, Washington Post, Wall Street Journal), National Public Radio (NPR), Public Broadcasting Service (PBS) looking for accurately reported, in-depth news stories;

2) identify and read/listen to at least one in-depth* news story that relates to health care services and/or policies;

3) No later than 5pm on the Friday before your assigned date, post the story link in the CTOOLS Forum folder under News Stories. Your posting must include, in this order: a) duetype, YourLastname_firstname, e.g. Smith_Joy_January28 ; and b) the article citation (date, author, source, article title) and the link to the story.

4) prepare a 2 page, double spaced, written report, including:
   a) your name, presentation date, article citation (date, author, source, article title);
   b) the web link to the article;
   c) a brief summary paragraph that summarizes the topic and main points of the article,
   d) 2 discussion questions that are designed to stimulate discussion. Under each discussion question, list several key points that you hope will arise from the discussion.
   e) at least 2 comments about the implications of the article for health care policies and services, including implications for social work practice, as applicable;

5) hand in your report before the start of class on your assigned date

6) **Present** a brief (no more than 5 minute) summary of the story

7) **Facilitate** a 10 minute discussion about your story, using your prepared questions, discussion points and comments.

*Note: The news story must have adequate depth to include the background and facts related to the health care topic, identification of key stakeholders, discussion of who is affected, and how they are affected, and analysis of the issues involved. Brief articles (<4 paragraphs) don't count. Examples: [http://www.nytimes.com/2013/10/22/us/medicaid-expansion-is-set-for-ohioans.html](http://www.nytimes.com/2013/10/22/us/medicaid-expansion-is-set-for-ohioans.html) and [http://www.pbs.org/newshour/bb/health/jan-june14/longtermcare_01-03.html](http://www.pbs.org/newshour/bb/health/jan-june14/longtermcare_01-03.html)

**Class Member Responsibilities/Steps:** Before class: Retrieve, read/listen to the story, and prepare to discuss the story. On class day: Participate actively in the discussion of the story
4) Guidelines for Letters to U.S. Senators, U.S. House Representative, State Senator or State Representative * DUE February 4, 2014; 10% of grade

Objectives: This assignment will provide you with the opportunity to strengthen your advocacy skills by writing and sending a letter to your U.S. senator OR your U.S. House representative OR your home state senator or representative (some titles vary by state) related to a health care policy topic, including but not limited to implementation of the Affordable Care Act (ACA) and related healthcare reform legislation. 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.

Process:
1) Select a health care policy topic that is currently being debated in the U.S. Senate, U.S. House or your home state senate or house, as a whole or within a committee. This may relate to proposed health care-related legislation or to any aspect of implementation of the ACA, including the process of appropriating money needed to fund implementation.

2) Study the wording of proposed legislation and/or committee reports.

3) Conduct research on the background of your topic, including its history during debate. Study the positions on the topic taken by your U.S. senator, U.S. house representative, or home state senator or representative. These should be available on her or his website or by contacting her or his office. This may also be available in committee reports.

4) Read over the tip sheets and examples provided to you in class and on CTOOLS.

5) Draft your background statement. Draft your position on the topic, based on your reading and thinking on the topic. Draft your statement regarding how you want her/him to vote. Draft your reasons, including facts and beliefs about how this vote will influence your district.

6) Using these drafts, write and carefully edit your one page, single spaced letters. Using instructions available on your senator and congressperson’s websites, send/submit your letters to your U.S. senator, U.S. House representative or home state senator or representative. Be sure to cc yourself or print screen. Submit your letter, via CTOOLS, no later than 2:10 pm on February 4, 2014. If the letter is an attachment, also submit the email message that accompanied the attachment.

Review Criteria:
I will review the quality of your letters based on the extent to which your letter effectively communicates your position on the topic. I will use the advice from the tip sheets, and the writing standards in the course syllabus, to assess effective communication.

I expect you to use class materials on health care services and policies and other materials that provide a factual basis for statements in your letter. I will not base my assessment of quality on the specific position that you take unless it does not have a factual foundation.

Your letter must be your own work. While you may look at examples of letters written by others, it is not acceptable to use a form letter developed by another individual or organization as the basis for your letter, for this assignment.

* Your U.S. Senator represents your state in the Senate of the U.S. Congress. Your U.S. House representative represents a specific geographic area in your state, in the House of Representatives in the U.S. Congress. Your home state (where you vote) senator and representative represent specific districts in your state in your state’s legislature. Terminology for these positions varies by state. You can locate your U.S. Congressional districts and state districts on the websites of the U.S. Senate, the U.S. House and your home state government.
Re: Resources to assist with your Congressional letter (Update includes how to find your U.S. representative or U.S. senator)

Some of you have begun the research process related to writing your congressional letter. One of you mentioned that the bills that she found were “in committee” rather than up for a vote on the floor of the U.S. Senate or U.S. House. My response to her may be useful for others.

Most, if not almost all, bill action happens in committees. The current state of Congress is that it takes a long time for bills to actually be voted on by the whole House or Senate, if they ever are. It's important to track what goes on in committee because that's where the action is in terms of language and in terms of whether bills ever get to the floor. If your senator or congressperson is on the committee in which the bill is located, great. If not, they can (and do) talk with those members that are on the committees, when they know that this is an issue of interest to their constituents.

My suggestion is to check on committee membership, but not to be dissuaded from writing just because a bill hasn't reached the floor for a vote since important votes take place in committee. Also, you can call or email your Senator or Congressperson and inquire as to the status of the bills that you are interested in. If you don't see information on his or her position on bills of interest to you on their website, you can inquire and they should respond.

Meanwhile, I want to point out that there are a number of resources in CTOOLS (in the related assignment folder) that may assist you in your search. One is a list of committees that often work on health care related bills. I have posted a UM library research guide related to many aspects of congress [http://guides.lib.umich.edu/congress](http://guides.lib.umich.edu/congress)
It contains several search tools that can help you find and track bills.

ProQuest Congressional is pretty friendly. You can get there via the library guide and click on it or go the library main page and typing in proquest congressional. When the proquest congressional page comes up, you can type in health care and then scroll to the bottom of the page. You can limit your search to “congress” and then specify 113th (2013-2014). This will bring up health care related bills. You can see on the right side, several selections that you can make to further refine your search, e.g. tracking, CRS (Congressional Research Service). The former lets you track the bill. The latter provides additional info about the bill that congressional staff and others use. The library also has [http://lib.umich.edu/congress](http://lib.umich.edu/congress)  Another source is [http://www.govtrack.us](http://www.govtrack.us) and there is also Thomas, which has been around a long time. Accessing through the library is often important since you get the service free.

Each state will have its own legislative websites for identifying your legislators and identifying and tracking bills.

Reminders:
Your U.S. senators and representatives represent you/your state and district, but they work on legislation that affects the whole country. They do not vote on state laws, although many federal laws do affect what happens in states. Your two senators represent the whole state so you can write to either one. Your U.S. House rep. represents the specific district where you live. You should be looking for the person who represents the address where you are registered to vote in the U.S. Congress. A convenient website to use to find your senators and representatives is: [http://www.govtrack.us/congress/members](http://www.govtrack.us/congress/members) Enter the address where you are registered to vote. If you live and vote in different places, your voting address is best. This site will give you the names of your U.S. senators and your U.S. House representative and links to their websites.

Your home state senators and representatives meet in a legislature that focuses on policies that affect the whole state in which you live. They are also elected by district, with senators representing larger (more people) districts than representatives. They do not vote on federal (U.S.) laws. Finding your districts is usually as simple as typing into web browser something like: who are my state
representatives Michigan. In this case, the first two websites related to the Michigan House and the Michigan State Senate. These sites also will have links to how the legislature works and more.

Medicaid is an example of a program mandated by federal law that is carried out based, in part, on laws and regulations created at the state level by your home state legislature.

**Guidelines for Letters to U.S. Senators, U.S. House Representative, State Senator or State Representative**

**Review Criteria:**

I will review the quality of your letters based on the extent to which your letter effectively communicates your position on the topic. I will use the advice from the tip sheets, and the writing standards in the course syllabus, to assess effective communication.

I expect you to use class materials on health care services and policies and other materials that provide a factual basis for statements in your letter. I will not base my assessment of quality on the specific position that you take unless it does not have a factual foundation. Your letter must be your own work.

**REVIEW:**

___ Your letter addressed a topic related to a health care policy topic that is currently being debated in the US Senate, US House, or home state senate or house, either as a whole or within a committee.

___ Your letter effectively communicated your position on the topic.

Content: __ yes __ no/inadequate

Structure: __ yes __ no/inadequate

Grammar/spelling: __ yes __ no/inadequate

___ Your letter reflected use of class materials on health care services and policies and other materials that provide a factual basis for statements in your letter.

___ yes ___ no/inadequate

**GRADE:** /10
5) Health Care Disparities Issue Brief (group project); (Due March 18 - first 2 sections due February 18); 20% of grade

Issue Brief Objectives: After completing this issue brief, you will have: 1) become familiar with the data, research and practice literature on health care disparities associated with a specific health condition; 2) described and analyzed the contribution of economic, geographic, social, cultural, political and other non-health system factors to this set of 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 this set of health care disparities; and 4) identified and described at least 2 programs and/or policies that have been conducted or recommended to address this set of health care disparities. See assignment guideline for details. (To be distributed later).

6) State Implementation of the Affordable Care Act: Handout and Poster Session (Due April 15); 30% of grade

Handout/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 the Affordable Care Act on a variety of populations and stakeholders; 3) develop skills in locating current information on the status of implementation of the ACA at the state level. This assignment will involve development of professional quality handouts related to implementation of the ACA in 2 states and creation and presentation of a related poster during a poster session. See assignment guideline for details (To be distributed later).