S.W. 637 (Section 1) Integrated Health Care Policies and Services

Winter 2013 Professor Edith C. Kieffer, MPH, PhD and Thomas Powell, MSW, PhD

Tuesdays: 9am-12:00pm, International Center Room #2609

Office Hours: email for appointment:

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COURSE DESCRIPTION

This course will examine the integration of policies, financing, organization and delivery of physical health and behavioral health (mental health and substance abuse) care services and programs for adults, youth and children. The primary focus of study will be the U.S. health care system, with international comparisons, including promotion, prevention, treatment and rehabilitation services in primary care, acute care, chronic care, and long-term care settings. The evolution of the integration of primary care and behavioral health care services will constitute the focus of our policy analysis. Historical and contemporary policy issues and trends, including ethical dilemmas, controversies, marginalized and stigmatized populations, social movements and the role of the Patient Protection and Affordable Care Act (ACA) as they affect access to care and health care quality will be discussed. Strategies for influencing policies and programs, inequities and disparities in care and the impact of key diversity dimensions such as ability, age, income, class, color, culture, ethnicity, family structure, sex, sexual orientation, gender identity, gender expression, marital status, national origin, race, religion and spirituality on health care, will be examined. Opportunities for direct involvement by students in the political and organizational processes used to influence policy and delivery systems will be encouraged. The course reflects the values of the profession and focuses on the role of the social worker as "social policy practitioner" in promoting the maintenance or attainment of optimal physical and mental health, recovery and wellness and social and economic justice.

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. Challenges and strategies related to long-term care policies and services will be introduced. 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. Discuss current ethical issues and controversies and apply ethical principles and decision-making in health care.

9. Identify the role of social work in policy development, services planning and delivery of health care and behavioral health care services.

10. 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 care system.

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

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

COURSE DESIGN

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

**READINGS AND RESOURCES**

**Required textbooks and CTOOLS Website:** Your main textbook will be 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. Those readings that are part of the CTOOLS discussion forum assignment have also been copied into the forum 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 UM Library Resource Guide. It includes links to materials organized in links: Library Tips, 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. [http://www.rackham.umich.edu/faculty-staff/information-for-programs/directors/guidelines-for-graduate-course-approval/assignment-of-credit-hours](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. 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.

**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 us 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:** Cellular/smart phones and pagers will be turned off at all times during class, unless you have made prior arrangements. Tablets and laptop computers may be used only for class activities.

**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:


Assignments

1) CTOOLS Forum Discussion: 20% of grade

Post a comment on each of the readings provided in the Forum section of CTOOLS, and reply to one other student’s comment. (See assignment guideline for detailed instructions)

2) 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. involves selecting a health care news story, preparing a written summary, and presenting and leading class discussion about the story once during the semester. See assignment guideline for details.

3) State Implementation of the Affordable Care Act: Handout and Discussion Session (Due February 11); 20% 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 3 states and presentation of key findings and recommendations during a discussion session. See assignment guideline for details (To be distributed later).

4) Letters to your U.S. Senator, U.S. House Representative, or State Senator or State Representative (Due March 11; 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) Final Paper (Due April 1); 35% of grade;, Presentation with handout (Due April 15); 5% of grade

Write a paper on: 1) the behavioral health aspects of a physical disease, e.g., heart disease, cancer, diabetes, kidney failure, etc. OR 2) a paper on the physical disease aspects of a behavioral disorder such as schizophrenia, bipolar disorder, major recurrent depression, obsessive compulsive disorder, etc. The paper will include discussion of: the relationships between the physical and behavioral aspects, disparities in related healthcare, evidence-based treatments and a proposed and proposed program or policy to ameliorate healthcare disparities. 35 points. Present the highlights of your paper using a one page handout. 5 points. See assignment guideline for details.

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

20% Forum discussion
10% Letter to US or state senator or representative
10% News media story paper and presentation
20% ACA state update report (3 states) – handout (10%) and poster (10%)
35% Final Paper
5% Final Handout and Presentation

Final grades will be assigned using the following point scale:
A+ = 100
A  = 95 - 99
A- = 90 - 94
B+ = 87 - 89
B  = 83 - 86
B- = 80 - 82
C+ = 77 - 79
C  = 73 - 76
C- = 70 - 72
D+ = 63 - 69
D  = 60 - 62
D- = 56 - 59
E  = <= 59

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.

S.W. 637 Syllabus Agreement

AGREEMENT: I have read this SW 637 (Winter 2014) syllabus and understand its contents.

Name (Print):____________________________________________

Name (Signature):____________________________________________

Date: _____________________
January 14: Introductions
   Introduction and Overview of the U.S. Health Care System – Edie
   What is Policy? - Tom
   Discussion of syllabus and assignments

January 21: Health Care Financing and Health Care Reform

January 28: Health Care Services - Organization and Policies

February 4: Mental Health and Behavioral Health Care Services – Organization and Policies

February 11: Disparities in Health Care Access, Financing and Service Delivery
   ACA Handout Due; Poster Session and Discussion

February 18: Evidence-based Models and Delivery of Integrated Care in Primary Care Settings

February 25: Evidence-based Models of Behavioral Health Care: Opportunities and Challenges in Primary Care

WINTER BREAK March 3-7, 2013

March 11: Government in Health Care and Public Health
   Letter to Congressperson Due

March 18: Community Support Programs

March 25: Family and School Interventions

April 1: Long Term Care (and)
   Comparative Analysis of Health Care Systems Internationally
   Final Paper Due

April 8: Policy and advocacy

April 15: Paper Presentations
   Final Paper Handout and Presentations DUE

April 22: Future of Health Care and Social Justice: Emerging Trends

NOTE: News story reports are due on the sign-up date.
SW 637 INTEGRATED HEALTH CARE POLICIES AND SERVICES READING LIST   Winter 2014

* indicates a forum reading

January 14: Introduction and Overview of the U.S. Health Care System and What is Policy?

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 1-31 Overview of Health Care…A Population Perspective

Sultz and Young, Chapter 2, pp. 54-69 (Landmark Legislation: The Patient Protection and ACA of 2010 and ACA Implementation Provisions


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


Miller B., and Auxier A., Ch 16, pp 281-295, Integrated Care Policy. In: Curtis R. and Christian E. (Eds.) (2012). Integrated Care: Applying Theory to Practice (Note: this was the required text for the IHLC practice class so they already have this book)

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; will be used all semester)

Sultz and Young, Chapter 5, pp. 167-226, Financing Health Care

Supplemental materials


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


January 28  Health Care Services – Organization and Policies

Required materials


Sultz and Young, Chapter 3, pp 70-122, Hospitals: Origin, Organization and Performance

Sultz and Young, Chapter 5, pp 123166. Ambulatory Care Services

Supplemental materials


Supplemental materials for chronic disease and disability care


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

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)

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

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


Supplemental materials for health care quality, and the role of the pharmaceutical and medical device industries.


Institute for Healthcare Improvement. Triple Aim (review website: note  
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/  
Note: For further information, the link to more detailed lists from all societies is located in supplemental reading below and in CTOOLS.


February 4: Mental health and Behavioral Health Care Services – Organization and Policies

Required materials


Sultz and Young, Chapter 7, pp 272-302. Mental Health Services

Supplemental materials


SAMHSA Integrated Care website: http://www.integration.samhsa.gov/about-us (review)

Substance Abuse and Mental Health Services Administration. (2012). Mental Health, United States, 2010. HHS Publication No. (SMA) 12-4681. Rockville, MD: Substance Abuse and Mental Health Services Administration. Read: Executive Summary and Introduction (pp. xxi-4); Review/skim: Providers and Settings for Mental Health Services, pp. 21-42. Note: Related tables are located from pp. 125 and on. FYI, Payers and Payment Mechanisms are located on pp. 43-60.

February 11: Disparities in Health Care Access, Financing and Service Delivery

Required materials


Supplemental materials:


February 18: Evidence-based Models/Delivery of Integrated Care

Required materials


SAMHSA-HRSA Center for Integrated Care Solutions – Making Integrated Care Work
http://www.integration.samhsa.gov/about-us (review website)

Supplemental materials


February 25: Evidence-based Models of Behavioral Health Care: Opportunities and Challenges in Primary Care

* National Registry of Evidence-based Programs and Practices (NREPP)
http://www.nrepp.samhsa.gov/ViewAll.aspx

Search this site and comment on how you could use it to create or develop a program. Critique the adequacy and quality of the information.

* http://store.samhsa.gov/product/Assertive-Community-Treatment-ACT-Evidence-Based-Practices-EBP-KIT/SMA08-4345
http://www.cochrane.org/cochrane-reviews

Read the brochures and scan the evidence for all six programs (they're all accessible from this page). Comment briefly on their similarities.

Choose one of the programs (e.g., supported employment) for critique. Develop critique based on more extensive use of the documents in the "kit".

Lastly, search for your program in Cochrane and compare its conclusions with those of the SAMHSA site.

Supplemental materials

WINTER BREAK – March 3-7, 2014
March 11: Government in Health Care and Public Health – Overview

Required materials:

Sultz and Young, Chapter 8, pp. 303-341. Public Health and the Role of Government in Health Care.

* In the forum choose to read and discuss the starred reading(s) within one area of government-associated health care (1) Military/Veterans health care; (2) Native American Health Care & Indian Health Service (IHS) Service; (3) Prison/Reentry health care – see lists below the supplemental readings for government/public health.

Supplemental materials


(1) Military and Veteran’s Health Care

Required reading and resources


* = 1 point in the forum (these are very short, complementary readings

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 materials


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


Supplemental materials


**March 18: Community Support Programs**

Required materials


**March 25: Family and School Interventions**

Required materials


**April 1: Long-Term Care: Issues, Structure and Quality of Care AND April 1: Comparative Analysis of Health Care Systems Internationally**

We will discuss both of these topics on April 1. Readings below have been separated by topic.

**Long-Term Care: Issues, Structure and Quality of Care**

Required materials

* Saltz and Young (2013). Ch 6, pp. 227-271. Long-Term Care.

**Supplemental materials**


April 1: Comparative Analysis of Health Care Systems Internationally

Required materials


Supplemental materials


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


**APRIL 8 Policy and Advocacy - Tom**


**APRIL 15 PRESENTATIONS**


**April 22: Future of Health Care and Social Justice: Emerging Trends and Strategies**

**Required materials**


Saltz and Young (2013), Ch. 9, pp 342-367, Future of Health Care.

**Supplemental materials**


