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

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. (Practice Behaviors 3.IP, 3.SPE, 3.CO, 3.MHS; 8.IP, 8.SPE, 8.CO, 8.MHS)

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. (Practice Behaviors 3.IP, 3.SPE, 3.CO, 3.MHS; 4.IP, 4.SPE, 4.CO, 4.MHS; 8.IP, 8.SPE, 8.CO, 8.MHS)

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. (Practice Behaviors 3.IP, 3.SPE, 3.CO, 3.MHS; 8.IP, 8.SPE, 8.CO, 8.MHS; 10.IP, 10.SPE, 10.CO, 10.MHS)


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. (Practice Behaviors 3.IP, 3.SPE, 3.CO, 3.MHS; 5.IP, 5.SPE, 5.CO, 5.MHS; 8.IP, 8.SPE, 8.CO, 8.MHS)

7. Identify, describe and discuss the key elements of the Affordable Care Act, and assess progress toward implementation at the federal and state levels. (Practice Behaviors 3.IP, 3.SPE, 3.CO, 3.MHS; 5.IP, 5.SPE, 5.CO, 5.MHS; 8.IP, 8.SPE, 8.CO, 8.MHS)

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. (Practice Behaviors 3.IP, 3.SPE, 3.CO, 3.MHS; 8.IP, 8.SPE, 8.CO, 8.MHS)


10. Identify the role of social work in policy development, services planning and delivery of health care and behavioral health care services. (Practice Behaviors 3.IP, 3.SPE, 3.CO, 3.MHS; 8.IP, 8.SPE, 8.CO, 8.MHS; 10.IP, 10.SPE, 10.CO, 10.MHS)


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 is a jointly taught seminar. This design allows for larger group lectures while providing adequate opportunities for small group discussion and activities. As a seminar, the course 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 instructors are facilitator and guide.

**CO-TEACHING & STUDENT EVALUATION**
Lectures and large group activities will be conducted by both instructors, and all students will be responsible for participation through listening, reading, and engaging in discussion. Small group activities will be managed by one of two instructors. You will be assigned a primary instructor on the first day of class who will support and encourage your participation. You will have opportunities to interact with both instructors during the semester.

By University/School policy, the instructors 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. The “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 instructors, guests and yourselves. 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 and reading lists if opportunities present themselves.

**REQUIRED READING**

**Textbooks**


Both books are available via Amazon.com and may be available through other sellers. Copies of these books have not been ordered at any campus bookstores. Health care policies and service systems are changing rapidly. It is important to have the most up-to-date information. Thus, although both books have earlier editions, the versions above are required.
CTOOLS Site

The CTOOLS resource folder contains all required materials (e.g. articles, web links, reports, videos), presentations and supplemental materials, organized by week. 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 UM Library Resource Guide. This research guide includes essential links you will need to complete your assignments this semester.

CLASS REQUIREMENTS

Preparation: The University of Michigan Rackham Graduate School guidelines expect 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 the instructors 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 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 assigned related to the topic/activities of the day. You must contact your primary instructor within 24 hours of the missed class to arrange for this option. Any assignment due on a missed class day must be emailed to your primary instructor before 2:10 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 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 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 us 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)](tel:734-763-3000) to help us determine appropriate academic accommodations.

**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 instructors have asked you to use them for a class activity or you have made prior arrangements. Use without prior permission 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 or 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:


**EVALUATION AND GRADES**

Detailed assignments are located later in the syllabus. In brief, your class grade will be based on evaluation of the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assignment Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Class participation (discussion, quads, flashcards, key points)</td>
</tr>
<tr>
<td>15%</td>
<td>News story (10% written summary; 5% discussion facilitation)</td>
</tr>
<tr>
<td>10%</td>
<td>Letter to U.S. Senator, U.S. House Representative, State Senator or State Representative</td>
</tr>
<tr>
<td>20%</td>
<td>Paper (6 double-spaced pgs) Addressing Health Care Disparities through Programs and Policies</td>
</tr>
<tr>
<td>35%</td>
<td>Health Care Reform Poster (15%) and Written Brief (20%)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
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</tbody>
</table>
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.

The criteria for letter grades are:

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

Strong writing is an essential professional and academic skill. The following expectations will be taken into consideration when evaluating your writing:

- 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. Quotations, if used at all, should be very minimal, used for special emphasis only and clearly identifiable and referenced.
- 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 and Research Resources: The School of Social Work and the greater University offer several resources to assist in strengthening your writing and research skills. Please consider accessing these resources to complete your assignments.

Writing: ssw.umich.edu/writing-help
Betsy Williams (betsywil@umich.edu) is the School of Social Work Writing/Study Skills Coordinator. You can contact her directly or through the School of Social Work Office of Career Services (room 1696; request appointments via ssw-cso@umich.edu or 734-763-6259). This assistance can include improving your writing skills, and reviewing paper drafts at any stage, along with the text of the assignment. Be sure to allow enough time for this service to be most effective. The website above also provides writing tips and other resources recommended by Betsy for graduate social work students.

You can also work with other U-M Writing Resources available to all students:
- Sweetland Writing Center, 734-764-0429; http://www.lsa.umich.edu/sweetland/
- English Language Institute, http://www.lsa.umich.edu/eli

Research: http://guides.lib.umich.edu/sw634Disparities
Sue Wortman (swortman@umich.edu) is the School of Social Work Librarian. She can assist with research inquiries and tips on research methods. She is also the architect of the SW 634 Health Care Disparities Research Guide, created specifically to assist in your research papers. Sue is available for individual appointments (requests made by email), and her office is located in Room 209 of the Hatcher Graduate Library on Central Campus.

ACADEMIC STANDARDS AND CODES OF CONDUCT
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, the University of Michigan and the University of Michigan School of Social Work:

**NASW Code of Ethics**
The NASW Code of Ethics is available at [http://www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp). The following excerpts apply to academic integrity:

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.

**Academic Integrity in Social Work:** [http://guides.lib.umich.edu/swintegrity](http://guides.lib.umich.edu/swintegrity)
This guide provides outstanding resources, guidance and examples related to a variety of topics, including understanding and avoiding plagiarism, understanding acceptable and unacceptable collaboration and group work, use of data, citations using APA style and a variety of related subjects.

**School of Social Work Student Code of Academic and Professional Conduct:** Section 12 covers the School of Social Work 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 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. 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.

Section 12.02 covers plagiarism (representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation). Plagiarism also includes self-plagiarism. [http://ssw.umich.edu/studentguide/2012/page.html?section=12.02&volume=1](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.](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](http://www.lsa.umich.edu/english/undergraduate/advising/plagNote.asp)

If you engage in plagiarism in this course, including self-plagiarism, you will fail both the assignment and the course. There will be no exceptions. We will also refer the details of the situation and related materials to the SSW administration for further action. Plagiarism is grounds for expulsion from the University of Michigan. In addition, papers that are completed for another course are not acceptable and will be assigned 0 points.

SW 634 SYLLABUS AGREEMENT: WINTER 2015

Student Agreement

I have read this SW 634 (Winter 2015) syllabus and understand its contents. I agree to adhere to the University of Michigan School of Social Work Student Code of Academic and Professional Conduct and NASW Code of Ethics.

Name (Print): __________________________________________________________

Name (Signature): ______________________________________________________

Date: ______________________________
SW 634 WINTER 2015 CALENDAR

January 12:  Introduction and Overview of the U.S. Health Care System,
             Introduction to Policy Advocacy

January 19:  No Class: MLK Day

January 26:  Health Care Financing and Health Care Reform, Health Care Disparities

February 2:  Health and Mental Health Care Services Organization and Policy,
             Letter to U.S. or State Senator or Representative DUE

February 9:  Government in Health Care, Public Health

February 16: Government-Provided Health Care:
              Military & Veterans, Jail & Prison, Indian Health Services
             Health Care Disparities Paper Bullet Points DUE

February 23: Comparative Analysis of Health Care Systems Internationally

March 2:    Spring Break (February 28-March 8, 2015)

March 9:    Health Care Quality, Medical Technology and Pharmaceuticals /
            Health Care Workforce Trends

March 16:   Acute, Preventive and Primary Care Issues, Structure and Quality of Care /
            Integrated and Evidence-Based Models of Care
            Health Care Disparities Paper DUE

March 23:   Maternal and Child Health Care Issues, Policies and Programs

March 30:   Chronic Disease Care and Disability Care: Issues, Structure and Quality of Care

April 6:    Long-Term, Palliative and End-of-Life Care: Issues, Structure and Quality of Care

April 13:   Health Care Reform Poster Session and Discussion
            Health Care Reform Posters and Issue Briefs DUE

April 20:   Future of Health Care and Social Justice: Provider and System Level Strategies

News story reports are due the Friday before sign-up date to CTOOLS.
ASSIGNMENTS

1) Class Attendance & Participation, 20%
   
   Ongoing; Flashcards due by start of class  
   Key Points due to CTOOLS Forum by 11:59pm Sunday before class

You are responsible for reading/listening to/watching all of the required materials for the day. This includes reviewing news stories posted by classmates (see below). You are responsible for thinking about the content and meaning of each reading, by itself, and in relation to the other readings. Your participation grade will be evaluated based on the following activities:

**Discussion:** You are responsible for coming to class prepared to actively participate in all large and small class discussions and activities. There will be opportunities for discussion during all class sessions. You are also responsible for attendance, participation and professional behavior, as described above.

**Quads:** You will be assigned a quad for in-class activities and assignments. Your quad will work together to complete in-class activities, discuss readings, and support each member’s learning. You must actively participate in your group.

**Flashcards:** You will be given 3X5 cards on the first day of class (or you may get your own). You will use these to make key word flashcards. Health care terminology, especially acronyms, can be confusing but is essential to navigating the complexities of policies and systems. You will be assigned terms each week and must complete flashcards with the word on one side and the definition or explanation of the term on the other side. Your primary instructor will verify that these are complete during each class. These flashcards are for your personal learning. As such, you may expand upon definitions or explanations with wording that helps you remember what the term means, as long as the explanations remain factual. Use reputable sources to find this information (textbooks, readings, official websites, etc.). Do not use sites like Wikipedia. You may review flashcards each week in your quads.

**Key Points:** Before each class, you must submit four key points about the week’s required reading through the Forums function on CTools. These key points are due no later than the Sunday night before class at 11:59pm. After you have posted your key points, you will have access to review other students’ points. It will be beneficial to review other students’ points in advance of class as a way to prepare for discussion. You may be asked to share some of your own key points in large or small group discussion, including in your quads.

Your key points should reflect what you learned or found of interest in each week’s required materials and reflect your understanding of themes, ideas and conclusions across materials. These points should be clear, concise, 1-3 sentence bullet points, not paragraphs. The following are questions to help you develop your thinking. You are not being asked to answer them.

- What stood out to you related to health care policies and/or services?
- What challenged your thinking or pre-existing knowledge about health care policies and/or services?
- What similarities or differences in viewpoints or information do you see across readings?
- What common themes, ideas or conclusions appear across materials?
• How do your experiences in your work or field placement relate to or connect to the content?
• What viewpoints or information do you have reservations about? Why?
• How does social work or your role as a social worker connect to what you read or saw?

2) New Story Written Summary (10%) and Discussion Facilitation (5%), 15%

_Story posting due to CTOOLS Forum on Friday at 5:00pm before your sign-up day;
Written report hardcopies to class on day of presentation_

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 news 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.

**Assignment Objectives**

1) 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 a written analysis and group 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 the source, subject, depth or reliability, review your story with your primary instructor. See assignment guideline for details.

3) Letter to Your U.S. Senator or Representative or State Senator or Representative, 10%

_Due February 2, 2015 by start of class to your CTOOLS Dropbox
Bring hardcopy to class_

This assignment will provide you with the opportunity to strengthen your advocacy skills by writing and sending a letter related to some aspect of health care or health care reform legislation to your U.S. senator or U.S. House representative or State senator or State house representative.

**Assignment Objectives**

1) Conduct background research about the topic and legislation, and her/his position on the topic;
2) Develop 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;
3) Familiarize yourself with the role of policy advocacy and your role as a social worker and individual.

Your aim is to influence their votes on the topic and legislation. You will be writing this letter to your U.S. or State Senator or Representative in the area in which you are registered to vote. See assignment guideline for details.
4) Health Care Disparities Paper, 20% (bullet points due 2/16; paper due 3/16)

**Bullet Points due by start of class 2/16; bring hardcopy to class**

**Paper due by start of class 3/16; hardcopy to class & upload to CTOOLS Dropbox**

Health care disparities are often unacknowledged by health professionals in the field. Research shows, however, that health care disparities exist in addition to health disparities. You will research a health care disparity and identify policies or programs aiming to address it.

**Assignment Objectives**

1) Become familiar with the data, research and practice literature on disparities in health care access, quality and delivery related to a specific health care disparity;

2) Describe and analyze the contribution of health care system factors (e.g. policies, providers, organization of services) and non-health system factors (e.g. economic, geographic, social, cultural, political) to health care disparities;

3) Identify and describe programs and/or policies that have been conducted or recommended to address the identified health care disparity.

You will submit bullet points for review prior to completing the assignment in full. This will give an opportunity for your instructors to provide feedback on your research topic and address any issues you have. Please note that health care disparity research may appear more difficult to find than health disparity research. Please review the [Health Care Disparities Research Guide](http://www.lib.umich.edu/techdeck/poster-printing).

See assignment guideline for details.

5) Health Care Reform Poster (15%) and Written Brief (20%), 35%

**Due April 13, 2015 by start of class for poster session**

**Poster PDF and Brief due to CTOOLS Dropbox by start of class**

This assignment is designed to engage you in research about the implementation of the Affordable Care Act at the state level.

**Assignment Objectives**

1) Engage you in learning about and analyzing the content of the Affordable Care Act (ACA) and its implementation within states, including related policies and programs;

2) Develop your ability to analyze the impact of the ACA on a variety of populations and stakeholders;

3) Develop your skills in locating and using current information on the status of state-level implementation of the ACA;

4) Develop your professional skills in summarizing and publically presenting your work through a written policy brief and a poster related to one state’s ACA experience.

You will have an opportunity to showcase your research at an all-school poster session on April 13 in the Lower Level Commons. Part of class on March 23 will be dedicated to a poster workshop where you will be walked through poster development and creation as well as useful tips to displaying information visually. You will be required to print your poster in advance. There are several resources on campus to assist you with poster printing and design, which can be found here: [http://www.lib.umich.edu/techdeck/poster-printing](http://www.lib.umich.edu/techdeck/poster-printing). See assignment guideline for details.
Readings and materials required per day are listed here. Supplemental materials are included at the end of this document and under each day's folder on CTOOLS. You are responsible for coming to class prepared to discuss required materials in depth.

**Textbooks**

  - Also known as “Askin & Moore 2014”

  - Also known as “Shi & Singh 2013”

**Required Reading & Materials**

**January 12:** Introduction and Overview of the U.S. Health Care System, Introduction to Policy Advocacy

- Askin & Moore 2014, Preface
- Askin & Moore 2014, Chapter 1 pgs 12-26
- Shi & Singh 2013, Chapter 12, pps 281-310
- Shi & Singh 2013, Chapter 13, pps 311-336

**Optional/Suggested:**
- PBS Frontline, Sick Around America. [http://www.pbs.org/wgbh/pages/frontline/sickaroundamerica/etc/tapes.html]

**January 19:** No Class: MLK Day

**January 26:** Health Care Financing and Health Care Reform, Health Care Disparities

**Financing**

- Askin & Moore 2014, Chapter 2 pgs 52-75
- Shi & Singh 2013, Chapter 6, pps 129-157

**Disparities**

  o **Note:** pg 1, skim pg 2-8 for background as needed; read pg. 8-18

**February 2:**  **Health and Mental Health Care Services Organization and Policy**

• Askin & Moore 2014, Chapter 1, pg 2 only
• Shi & Singh 2013, Chapter 7, pps 159-184
• Shi & Singh 2013, Chapter 8, pgs 194-209

**February 9:**  **Government in Health Care, Public Health**

  o **Reading emphasis:** Explore and skim the content of the website to orient to the role of the federal government in facilitating HIV/AIDS services, e.g. legislation, national HIV/AIDS strategy, populations served and funding Parts A-D descriptions, dental programs, special projects, and availability of more detailed fact sheets.
February 16: Government-Provided Health Care: Military & Veterans, Jail & Prison, Indian Health Services

Jail & Prison

Military & Veterans
  - Note: for this class, please read pg 243-248 and 252-253 only

Native American Health Care

February 23: Comparative Analysis of Health Care Systems Internationally


March 2: Spring Break (*February 28-March 8, 2015*)
March 9:  Health Care Quality, Medical Technology and Pharmaceuticals /  
Health Care Workforce Trends

- Askin & Moore 2014, Chapter 4, pgs 116-137
- Shi & Singh 2013, Chapter 12, pgs 301-310
- Welch HG. If you feel O.K., maybe you are O.K. *New York Times*. February 27, 2012.  

March 16:  Acute, Preventive and Primary Care Issues, Structure and Quality of Care /  
Integrated and Evidence-Based Models of Care

- Dall A. Integrated primary care and behavioral health services: can the model succeed? A literature review on models, evidence-based practices and lessons learned for community clinics and health centers and county specialty mental health programs. San Diego, CA: AGD Consulting; July 22, 2011.
  o Reading emphasis: pg 8-12: What Policy and Programmatic Actions Are Needed to Ensure the Feasibility of Integrating Mental Health Treatment Into the PCMH?

March 23:  Maternal and Child Health Care Issues, Policies and Programs

- Perrin JM, Anderson LE, Van Cleave JV. The rise in chronic conditions among infants, children and youth can be met with continued health system innovations. *Health Affairs*. 2014; 33(12): 2099-2105.
March 30:  Chronic Disease Care and Disability Care:
Issues, Structure and Quality of Care

Chronic Disease Care


Disability Care


April 6:  Long-Term, Palliative and End-of-Life Care:
Issues, Structure and Quality of Care

Long-Term Care

- Shi & Singh 2013, Chapter 10

End of Life Care


April 13:  Health Care Reform Poster Session and Discussion
April 20: Future of Health Care and Social Justice: Provider and System Level Strategies

Supplemental Reading & Materials

*Note: citation style varies*

**January 12:** Introduction and Overview of the U.S. Health Care System, Introduction to Policy Advocacy


**January 26:** Health Care Financing and Health Care Reform, Health Care Disparities

- Kaiser Family Foundation. (December 2010) "Health Reform: Implications for Women’s Access to Coverage and Care.”
February 2: Health and Mental Health Care Services Organization and Policy,

- 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


• NIH link to research related to American Indian/Alaska Native Health Care Disparities http://www.ncbi.nlm.nih.gov/pubmed?cmd=Search&term=native+american+AND+health+care+access


February 9: Government in Health Care, Public Health


February 16: Government-Provided Health Care:
Military & Veterans, Jail & Prison, Indian Health Services

Military and Veteran’s Health Care


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


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


• 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


• Satterfield D., Burd C., Valdez L. et al. (2002). “The “In-Between People”: Participation of Community Health Representatives in Diabetes Prevention and Care in American Indian and Alaska Native Communities.” Health Promotion Practice; 3(2):166-175.

Prison/Returning Citizen Health Care

  o Reading emphasis: Pages 87-90: “Tearing Down Policy Barriers to Health Care for Inmates”, “Why we must act now”, and “Where to Improve the Health of Those Coming Home”.

February 23: Comparative Analysis of Health Care Systems Internationally


• Salud website regarding Cuban Health Care System [http://www.saludthefilm.net/ns/main.html](http://www.saludthefilm.net/ns/main.html)


**SPRING BREAK**

**March 9:** Health Care Quality, Medical Technology and Pharmaceuticals / Health Care Workforce Trends


• 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. [http://www.choosingwisely.org/doctor-patient-lists/](http://www.choosingwisely.org/doctor-patient-lists/)


• Callahan D. “Health Care Costs and Medical Technology.” The Hastings Center Bioethics Briefing Book, pp. 79-82.


• Laberge AM and Burke W. “Personalized Medicine and Genomics.” The Hastings Center Bioethics Briefing Book; pp 133-136.


March 16:  Acute, Preventive and Primary Care Issues, Structure and Quality of Care / Integrated and Evidence-Based Models of Care

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


March 23: Maternal and Child Health Care Issues, Policies and Programs

March 30: Chronic Disease Care and Disability Care: Issues, Structure and Quality of Care


April 6: Long-Term, Palliative and End-of-Life Care: Issues, Structure and Quality of Care


• Teno, J. et al. (2004). "Family Perspectives on End-of-Life Care at the Last Place of Care." JAMA 291(1): 88-93

April 13: Health Care Reform Poster Session and Discussion

April 20: Future of Health Care and Social Justice: Provider and System Level Strategies


SW 634 SYLLABUS AGREEMENT: WINTER 2015

Student Agreement

I have read this SW 634 (Winter 2015) syllabus and understand its contents. I agree to adhere to the University of Michigan School of Social Work Student Code of Academic and Professional Conduct and NASW Code of Ethics.

Name (Print):  __________________________________________________________

Name (Signature):   ______________________________________________________

Date:  ___________________________________