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

Winter 2015
Tuesdays 2:00-5:00, SSWB #3816

Instructor: Adrienne Lapidos, PhD
Contact: alapidos@umich.edu
Office: SSWB # 2759
Office Hours: email for appointment

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
Historical overview and key terms; organization of the US physical healthcare system; organization of the US behavioral healthcare system; government in healthcare and public policy; healthcare finance; healthcare reform and the Affordable Care Act; outpatient services, primary care, Accountable Care Organizations, and Patient Centered Medical Homes; hospital services, long-term care, and palliative care; social determinants of health and disparities in healthcare finance and services; evidence-based models: behavioral health into physical healthcare (“Primary Behavioral Health”), physical health into behavioral healthcare (“Reverse Integration”), and substance abuse awareness into physical and behavioral healthcare; pediatric integrated health; integrated care policy and practice in developing countries; oral health policy and integration.

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

1. Describe the evolution, organization, and distribution of physical and behavioral health care services in the U.S., including gaps and excesses, and inequities in access and quality of care.
2. Identify the strengths and limitations of the U.S. health care system and directions for needed change.

3. Describe financing mechanisms for physical and behavioral health care services, and the impact of these mechanisms on equity, access, and integration.

4. Describe evidence-based models of integrated physical and behavioral health care services in various settings and with various populations.


6. Identify the role of government in health care policy and in planning, organizing, and delivering health and behavioral health services.

7. Identify, describe and discuss the key elements of the Affordable Care Act.

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 in the service of eliminating health disparities.

RELATIONSHIP OF THE COURSE TO 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; delivery of preventive, primary, acute, chronic and long-term care; and care for people with disabilities.

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; health psychology; social work; public health; nursing; and medicine.

COURSE DESIGN

All class sessions will include a combination of lecture and facilitated discussion. Some class sessions will also include videos, podcasts, guest lectures, and interactive web-based activities.

READINGS AND RESOURCES


Other required readings: Located in CTools site under Resources

ASSIGNMENTS AND REQUIREMENTS

1) Class participation (10% of grade)
For full credit, students are expected to contribute to class discussions and engage in group exercises.
2) Three Short Essays (30% of grade)
Each week, I will post 1-2 cross-cutting questions related to the readings. These will be springboards for class discussion that week. In addition, over the course of the term, each student will write three essays, approximately 500 words each, based any set of questions. There are 13 weeks of readings and students can choose any 3 of these weeks as the basis of their essays. Successful essays will address the questions, demonstrate knowledge of the readings, and synthesize information from various sources. Essays are due by the time class starts, and late essays are not accepted. (Note: typically, 500 words adds up to 2 pages double-spaced if you use 1-inch margins and Times New Roman font.)

3) Midterm exam (20% of grade)
The midterm is a 1.5-hour closed-book short-answer test covering material from class, readings, and assigned podcasts. They will be handwritten in class. A question pool will be provided one week prior to the test, and all test questions will be drawn from the question pool. The questions will require brief explanations of concepts. (Note: I am providing a question pool, not an answer pool.)

4) Final essay exam (40% of grade)
The final is an open-book take-home exam in essay question format. The exam covers material from class, readings, and assigned podcasts. It will review material from the whole semester and you will have some choices about which essay questions to answer. Essay exam questions will be distributed on the last day of class and are due on Friday April 24th or sooner.

CLASS POLICIES AND REQUIREMENTS

**Attendance:** Attendance is required. If due to extenuating circumstances (such as illness) you must be absent from class, please notify me prior to the session. Students with 2 absences will receive a one level (e.g. A to A-) reduction in the final grade, and each additional absence will reduce the final grade an additional level. If the absences were caused by an extenuating circumstance about which I should be made aware, please notify me right away. Unless you have obtained permission, arriving more than 10 minutes late, or leaving early, will be considered an absence.

**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.

**Participation:** Class participation is expected and is calculated as part of your grade.

**Deadlines:** Late essays are not accepted. Take-home exams submitted late will be graded down one level per day. Take-home exams submitted more than two days late will not be accepted.

**Electronic devices:** Please silence your phone during class. Bringing tablets or laptops is encouraged as long as they are being used for class activities. If it becomes evident that a computer or phone is being used for some other activity (e.g. email, FB), this is grounds for a one-level reduction in the class participation grade.

**Incompletes:** Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an “I” grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

**ACCOMMODATIONS**
**Accommodations for students with disabilities:** To request accommodations for a disability, please let me know as soon as possible. Some aspects of this course 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 accommodations. Any information you provide will be kept confidential. For more information and resources, please contact the Services for Students with Disabilities Office at G664 Haven Hall, (734) 763-3000, (734) 615-4461 (TDD), (734) 619-6661 (VP) or email ssdoffice@umich.edu.

**Religious Holidays:** Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance will be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent.

**EXPECTATIONS FOR WRITTEN WORK**

(1) Effective scholarship involves using multiple sources and synthesizing them rather than simply reporting what they say. Using websites to support your scholarship can be effective, but keep a few rules of thumb in mind: the websites must be reputable, must be cited appropriately, and should be a guide to discovering scholarly sources as opposed to the source of the bulk of information you discuss.

(2) I value good writing. The quality of your writing can make a difference to your grade. If you struggle with writing, you can use the following resources:

School of Social Work Office of Career Services: ssw-cso@umich.edu.

Sweetland Writing Center: 734-764-0429; [http://www.lsa.umich.edu/sweetland/](http://www.lsa.umich.edu/sweetland/)

English Language Institute: [http://www.lsa.umich.edu/eli](http://www.lsa.umich.edu/eli)

**GRADING**
Reasons for lowering grades include not following the assignment, inadequate mastery of material, unclear writing, and lateness.

Final grades will be assigned using the following point scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A</td>
<td>95 - 99</td>
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<tr>
<td>A–</td>
<td>90 - 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B–</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C–</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>63 - 62</td>
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<tr>
<td>D–</td>
<td>60 - 62</td>
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<tr>
<td>E</td>
<td>&lt; 59</td>
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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.

ACADEMIC CODE OF CONDUCT

Representing someone else’s words, statements, ideas or works as one’s own without proper acknowledgement or citation is a serious violation of academic integrity and will be grounds for failure on an assignment. It may also be grounds for failing the course or other disciplinary actions as described in the School of Social Work’s policies on academic and professional conduct: http://ssw.umich.edu/studentGuide/2012/page.html?section=12&volume=1

Please also see: http://www.lib.umich.edu/academic-integrity/resources-students

Plagiarism and cheating include plagiarism on written work and presentations (e.g., presenting content from the internet as your own work, failing to properly cite material, presenting others’ ideas as your own without proper citation, presenting other students’ work as your own) and cheating on quizzes or exams (e.g., working with other students on exams when not allowed). Also included in the definition of plagiarism is self-plagiarism, that is, reusing one’s own work without acknowledgement that the text appears elsewhere (e.g., in a paper for another current or previous class). Any evidence of plagiarism will result in action by the instructor, including but not limited to a decrease in course grade and possibility of failing the class. I’ll also refer the details of the situation to the SSW administration.

READINGS AND COURSE CALENDAR

Please see separate document.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Required Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/13</td>
<td>Introduction and course orientation&lt;br&gt;Key terms and issues&lt;br&gt;Historical overview of U.S. healthcare delivery</td>
<td></td>
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<tr>
<td>2/3</td>
<td>Healthcare Reform and the Affordable Care Act</td>
<td>Askin &amp; Moore Chapter 5</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Relevant Content</td>
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<tr>
<td>2/24</td>
<td>In-class midterm today (2:00-3:30)</td>
<td>Podcast: Alaska Dental Care</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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<td>------</td>
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<tr>
<td>3/3</td>
<td>Break – No Class</td>
<td></td>
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| 3/10 | Social determinants of health  
Disparities in healthcare finance and services |  
| 3/17 | Evidence-based models from the field: behavioral health into physical healthcare (“Primary Behavioral Health”) & physical health into behavioral healthcare (“Reverse Integration”) |  
**AIMS Center Introduction to Collaborative Care** (25 minute video)  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 3/24 | Evidence-based models: substance abuse awareness into physical and behavioral healthcare | [Video: Bad ER Doc](#)  
[Video: Good ER Doc](#)  
| 3/31 | Pediatric integrated health | [Podcast: How Much Does Zozo Weigh Today?](#)  
**Pages 1-26**: Wayne County Pediatric Integrated Health Care Concept Paper  
<p>| 4/7 | Population management and technology Integrated care in developing countries | <a href="#">Podcast: Dying of a Treatable Disease</a> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/14</td>
<td>Hospital care</td>
<td>Shi Chapters 8 &amp; 10</td>
</tr>
<tr>
<td>4/21</td>
<td>Topic TBA (based on mid-term survey results)</td>
<td>Readings TBA (based on mid-term survey results)</td>
</tr>
</tbody>
</table>

*The take-home final will be distributed at the end of class today and is due on April 24th or sooner.*