Please note I reserve the right to amend this syllabus during the semester in order to meet the educational needs of the class.

1. COURSE STATEMENT

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
This course will provide students with an overview of the organization and financing of health care in the U.S., including the leading types of organizations providing health care services, how much money is spent on health care and the major sources of health care spending; how health care is paid for, including publicly and privately financed care; and reimbursement mechanisms. Policy issues in health care financing will be analyzed and cost-containment efforts will be reviewed. Students will analyze the sources of growth in health care costs and potential policy and management solutions to control costs. Federal, state, and local government roles and functions in health care will be addressed, and the U.S. system will be compared with the Canadian and other health care systems. The political economy of health care and its impact on health services across the life span will be examined. The structure, functions, and relationships of the health work force will be analyzed, with special attention to a range of diversity dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation). The roles, status, and future of social work will be addressed throughout. Health disparities, health care for the traditionally underserved, and multicultural issues in health care will be a major focus of this course. The relationship of the health care environment to disparities in care and potential sources of disparities at the patient, system, and provider levels will be addressed. Systemic strategies for intervention will be examined, including legal, regulatory, and policy
interventions; health systems interventions, and patient-level interventions. Students will analyze the
cultural competence of the U.S. health care system in terms of programs, policies, and providers and will
learn to identify areas and strategies for reform. The role of social work in promoting social justice in
health care will be addressed throughout.

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

1. Describe the evolution, organization, and distribution of health services in the U.S., including gaps and
   excesses, and inequities in access and quality of care. (Practice Behaviors 8.IP, 8.SPE, 8.CO, 8.MHS)
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 8.IP, 8.SPE, 8.CO, 8.MHS)
3. Describe financing mechanisms for health care and their impact on equity and access. (Practice
   Behaviors 5.IP, 5.SPE, 5.MHS, 8.IP, 8.SPE, 8.CO, 8.MHS)
4. Discuss the contributions and limitations of alternative and complementary medicine and health
   services. (Practice Behaviors 8.IP, 8.SPE, 8.CO, 8.MHS)
5. Discuss current health work force issues, including maldistribution, hyperspecialization, skill mix, and
   race and gender hierarchies. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 8.IP, 8.SPE, 8.CO, 8.MHS)
6. 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
   8.IP, 8.SPE, 8.CO, 8.MHS)
   (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS, 8.IP, 8.SPE, 8.CO, 8.MHS)
8. Discuss cultural competence in health care delivery and systemic strategies for assuring culturally
   competent care. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 8.IP, 8.SPE, 8.CO, 8.MHS)
9. Discuss current ethical issues and controversies and apply ethical principles and decision-making in
   health care. (Practice Behaviors 2.IP, 2.SPE, 2.CO, 2.MHS, 8.IP, 8.SPE, 8.CO, 8.MHS)
10. Describe the history, roles, functions, and future of social work in health care. (Practice Behaviors
    8.IP, 8.SPE, 8.CO, 8.MHS)

**Theme Relation to Multiculturalism & Diversity**
issues will be integrated throughout the course and will be prominent in the content related to disparities in care, health care for the underserved, and cultural competence in health care programs, policies, and providers, as well as the contributions and limitations of alternative and complementary medicine and health services. The course will address a range of diversity dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).

**Theme Relation to Social Justice** will be addressed through 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.

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation** will be addressed in content on the organization of health services, cost containment, allocation of resources, and ethical issues in health care.

**Theme Relation to Behavioral and Social Science Research** will be presented throughout the course and will include findings from medical sociology, political science, health care economics, health psychology, and medical anthropology.
Relationship to SW Ethics and Values
This course will examine current ethical issues and controversies in health care. Students will analyze these topics and apply ethical principles and decision-making to issues such as: the principles of autonomy, professional beneficence, professional autonomy, and societal risk and benefit; resource allocation; the public's health vs. private rights; informed consent and confidentiality; health disparities; use of life-support technology; assisted suicide; genetic technology; population control; abortion; environmental justice; right to care; organ procurement; and cultural and religious issues.

Intensive Focus on PODS
This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminates injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Course Design
This course will include lectures, discussion, audiovisual presentations, guest speakers, and written assignments. 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.

As a dialogue intensive course, it is inevitable that conflict may arise in our group. This is part of typical group development (storming) and natural in a diverse group of experiences and points of view. Thus, this class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. An expectation of mutual respect will be established early on through the development of consensus ground rules for dialogue and classroom climate. Additionally, as social workers, we are expected to “meet clients where they are” and as learners in the classroom community we will extend that expectation to our peers. In other words, we should seek to use an approach that ensures that we all move towards a place of PODS orientation and avoids divisiveness.
2. CLASS REQUIREMENTS

Required Textbooks

Both books are available via online retailers. 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.

Canvas Site
The class Canvas site houses all additional readings, resources, and assignment guidelines for the semester. Students will be required to submit assignments through Canvas, unless otherwise noted. Class readings will be linked on the course Canvas site, except those from the required textbooks.

Email Policy
All course related emails must contain “634” in the subject line. Any email that does not contain “634” may be marked as spam and deleted. I endeavor to respond to emails within 24 hours during the week. If you have not received a response in 48 hours, please send a follow up email. Emails sent on Friday or the weekend will be answered the following Monday or Tuesday.

Office Hours
I do not hold formal office hours. However, I will usually be around before and/or after class to answer brief questions and to make appointments for longer, more substantive meetings. I am also available via email and more than willing to make the time for you. Please do not hesitate to make an appointment. Please email allancw@umich.edu with the subject, “SW 634 Office Hours Appointment Request” to set up an appointment or speak to me before or after class.

Use of Electronic Devices
Please silence your cell phones and put them away during class. If you must make or receive a phone call during class (in an emergency), please excuse yourself and cause as little of a distraction as possible. Laptops can be a useful tool for taking notes and referencing course readings. They can also be very distracting. You are encouraged to thoughtfully consider how you incorporate your laptop into your learning process. If I notice that laptops and other electronic devices are interfering with learning and participation I will ask that they be put away. I reserve the ability to request computer-free time during course sessions.

Food
Food is allowed in class. Please be considerate of overly-aromatic foods and noisy wrappers that can be a distraction for others. If anyone has a food allergy that requires the prohibition of certain foods in the room (i.e. peanuts), please let me know and I will enforce an appropriate policy.
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. This would translate to 6-9 hours a week for this class, on average. Assignments and required readings have been designed to support you as a developing social worker in the health care and policy fields. Rackham Credit Hours Overview

Attendance
Class attendance is required. Please notify the instructor at the beginning of the semester (or as early as possible) if religious observances or other unavoidable obligations will conflict with class or due dates for assignments so that we can make appropriate arrangements. Any assignment due on a missed class day must be submitted, on-time, via Canvas, unless other arrangements have been made with the instructor. Class will begin promptly at 2:10 pm. 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 on activities. You are responsible for getting class materials and notes from your classmates if you are unable to attend. Note: If you have a contagious illness that can be spread in the classroom, please do not attend class.

Making up an Absence
Each absence reduces your final grade by one level (e.g. A to A-). With approval, up to two absences may be "made up" by completing activity(ies) related to the topic that day. You must contact me within 24 hours of the missed class to arrange for this option and avoid the one grade level reduction. More than 4 absences (made up or not) you will be asked to withdraw from the course.

Participation in Discussion & Activities
Discussions and group activities are a critical aspect of active learning at the graduate level and in this course. Therefore, well-prepared and active participation is required. Participation expectations will be taken into account when considering your grade. As an adult learner, you are expected to prepare for class by reading, thinking about, and preparing to discuss 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
You are a social worker in training and are expected to conduct yourself as a professional in the classroom. All class members are expected to be attentive to speakers and discussants and extend attention, courtesy and respect to the instructor, guests and fellow students, even if their values, opinions and attitudes differ from yours. Please also show respect to class itself through verbal, non-verbal, and written communication and behaviors. Failure to behave professionally will result in a participation grade reduction.

Assignments (full descriptions below)
1) Class Attendance & Participation (Due Feb. 5, April 20, and Ongoing) 20%
2) Assigned Reading Class Discussion Key Points and Facilitation (Due on sign-up days) 25%
3) News Story Written Summary and Presentation (Due on sign-up days) 15%
4) Analysis and Letter to your elected official (Due March 5) 20%
5) Issue Brief/Proposal to Promote Social Workers in Healthcare (Due April 16) 20%
Class schedule (full reading schedule below)

January 8: Introduction and Overview of the U.S. Health Care System Part I, Introduction to Policy Advocacy

January 15: No Class: MLK Day

January 22: Health Care Financing, Health Care Reform, Health Care Disparities

January 29: Health and Mental Health Care Services, Organization, and Policy

February 5: Government in Health Care, Public Health, Social Determinants of Health & Policy

February 5: Reflective Essay 1 Due

February 12: Government-Provided Health Care: Military & Veterans, Jail & Prison, Indian Health Services

February 19: Comparative Analysis of Health Care Systems Internationally

February 26: Spring Break

March 5: Health Care Quality, Medical Technology & Pharmaceuticals

March 5: Analysis and Letter to Legislator Due

March 12: Acute, Preventive & Primary Care Issues, Structure and Quality of Care / Integrated and Evidence-Based Models of Care

March 19: Maternal and Child Health Care Issues, Policies and Programs

March 26: Chronic Disease Care Issues, Structure & Quality / Health Care Workforce Trends

April 2: Disability Care Issues, Structure & Quality

April 9: Long-Term, Palliative & End-of-Life Care Issues, Structure and Quality of Care

April 16: Future of Health Care and Social Justice: Provider and System Level Strategies

April 16: Proposal/Issue Brief on Social Workers in Health Care Due

April 20: Reflective Essay 2 Due

Grading

Both depth and quality of 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. All assignments will be graded by a points system, with a total of 100 points at the end of the semester. Points will then be converted to letter grades, using the following scale:

A+ = 99 - 100  
A = 95 - 98  
A– = 90 - 94

B+ = 86 - 89  
B = 82 - 85  
B– = 78 - 81

C+ = 74 - 77  
C = 70 - 73  
C– = 66 – 69

The criteria for letter grades are as follows:

- A+ will be a very rare grade. A+ work goes beyond the expectations of the course and the expertise students are expected to master, including demonstration of critical analysis, creativity and/or complexity in completion of assignment.
- A or A- work demonstrates mastery of content and surpasses expectations in other areas. The difference between A and A- is based on the degree to which these skills are demonstrated.
- B+ work indicates a 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- or C+ 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.

Deadline expectations
All reading, written and other assignments must be completed, submitted via Canvas, and ready for use by the start of class or the specified due date (see schedule). **Assignments submitted late will be graded down one grade level (e.g. A to A-) per day.** Canvas will keep track of the timing of assignment submission. Assignments submitted more than one week late will not be accepted. Exceptions require permission of the instructor. Incomplete grades or extensions are assigned only through negotiation with me before the due date.

Format of written assignments
All papers must be typed with one inch margins. Font is your choice; however, fonts need to be between 10pt and 12pt. Also note that almost no one in professional circles uses Times New Roman – please avoid. All assignments will be written in single space format with spaces between paragraphs. Additionally, all citations will be made using either AMA or APA format.


APA citation style: Review the MLibrary APA Citation Guide as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](http://www.criticalthinking.org/pages/definingcritical-thinking/766)

General writing expectations
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 (and reference 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.

• Written work should incorporate your knowledge and growth around PODS issues.

• 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. **See writing support section below for resources**

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?

### 3. Additional Course Information and Resources

#### a. Safety and emergency preparedness:
All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734) 764-7793 for up-to-date school closure information.

**Be prepared.** Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ADA_compliance@umich.edu.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. Click here to read more about the School of Social Work’s emergency policies and procedures.

**Additional resources:**
- Report a hate crime or bias-related incident
- Register for UM Emergency Alerts
- View the annual Campus Safety Statement

#### b. Behavioral health and well-being:
The University of Michigan is committed to advancing the mental health and well-being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:
• **Counseling and Psychological Services** (CAPS) at (734) 764-8312
  
  o The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.

• **University Health Service** (UHS) at (734) 764-8320

• **Programs and Services for Alcohol and Other Drugs** are available through Wolverine Wellness

• **Collegiate Recovery Program** (email collegiate.recovery.program@umich.edu or call Matt Statman, Program Manager at 734-763-3933)

• **Additional campus health and wellness resources**

The Office of Student Services’ Health and Wellness Program provides supportive services to MSW students which promote wellness, self-care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

• **SSW Health and Wellness Guide**

• Contact the Health and Wellness Program at ssw.wellness@umich.edu

**c. Food and housing security:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Student Services for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to connect you with resources if possible.

**d. General needs:**

Please utilize the services offered by Office of Student Services for anything you may need as a student. Finally, do not hesitate to reach out to me if you are struggling, need my support, or if you would like my assistance in finding services for anything.

**e. Proper use of names and pronouns:**

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). [Click here for the Spectrum Center's map of gender inclusive restrooms on campus.](#)

**f. Accommodations for students with disabilities:**

If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. [Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#) Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

*For more information, contact: Services for Students with Disabilities, G-664 Haven Hall | 505 South State St. (734) 763-3000 | ssdoffice@umich.edu*
g. Religious/spiritual observances:
An overview of the process for students who have conflicts with religious observances:
● Students are responsible for work acquired during their absence
● Students will have a reasonable alternative opportunity to complete any academic work
● Reasonable notice must be given to faculty before drop/add deadline of term
● Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please click here to find more information about the University's policy concerning religious holidays as well as a non-exhaustive list of religious holidays.

h. Military deployment:
Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.

i. Writing support:
Strong writing and communication skills are essential to students’ academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:
SSW Writing Assistance  Betsy Williams  betsywil@umich.edu
Career Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

j. Research support:
Darlene Nichols (dpn@umich.edu) provides library research support for the School of Social Work http://guides.lib.umich.edu/social-work. Please visit this site for resources for your course assignments.
Please reach out to her if you are struggling with library research.

k. Teaching evaluations:
Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

l. Academic conduct, integrity, ethics, and plagiarism:

Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide.

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 guidelines.

NASW Code of Ethics:
The NASW Code of Ethics is available at https://www.socialworkers.org/About/Ethics/Code-of-Ethics. 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.

4.06 Misrepresentation: (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.

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
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 and a variety of related subjects.

School of Social Work Student Code of Academic and Professional Conduct:
Section 1.13.00 covers the Student Code of Academic and Professional Conduct. You are responsible for reviewing and understanding its requirements. 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 1.13.01 covers cheating, which is considered an act of fraud or deception in which the offender gains or attempts to gain underserved benefit. See: http://ssw.umich.edu/msw-student-guide/section/1.13.01/22/cheating.
- Section 1.13.02 covers plagiarism, which is representing someone else’s ideas, words, statements or works as one’s own without proper acknowledgment or citation. See: http://ssw.umich.edu/msw-studentguide/section/1.13.02/23/plagiarism.
From Section 1.13.02:
"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 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. https://lsa.umich.edu/english/undergraduate/advising/note-on-plagiarism.html

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.

4. Assignment Details and Reading List

Assignment Details

1) Class Attendance & Participation (Due Feb. 5, April 20, and Ongoing) 20%:

A significant portion of your grade is tied to attendance and participation and will be evaluated based on the following activities:

**Reflective Assignment: Self-Assessment of Learning**
As part of class participation, students must complete and submit 2 reflective essays. One will be written close to the beginning of the semester and the other at the end. The reflective essays will encourage you to think about privilege, oppression, diversity and social justice, your expectation for the class, your long-term goals, your strengths and areas for growth, favorite readings and discussions, growth in the class over the semester, and provide an opportunity to give feedback to the instructor.

The essays should be approximately 1 page typed following the guidelines for writing assignments in this class. Each is worth 2 points and counts toward the participation and attendance grade. More details are available on Canvas.

**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.

**General Participation**: You are responsible for reading/listening to/watching all of the required materials for the day. You are responsible for thinking about the content and meaning of each reading, by itself, and in relation to the other readings as well as PODS. You will also be challenged to think about class after class. (also see participation expectations in class requirement section)
Attendance and Professional Behavior: You are also responsible for attendance, punctuality, and professional behavior, as described above. (see attendance and professional behavior policies in class requirement section)

2) Assigned Reading Class Discussion Facilitation (Due on sign-up days) 25%:

2a) Co-facilitator role 20%:
With a partner, you will plan and conduct a 30-45-minute discussion based on the topic and readings of the day. You may, but are not required to, include group activities* designed to promote thoughtful discussion. At our first class meeting, you will sign up for your facilitation day. Your role is to lead and encourage class discussion of the topic, not to lecture on the topic. To prepare for your facilitation day, you and your partner are responsible for:

a) Reading/watching/listening to all of the required materials related to your topic
b) Reading/watching/listening to additional materials related to your topic, including any other material that you may find.
c) Facilitating class discussion of the topic – emphasizing, but not limited to, the required materials related to the topic. A PODS lens should be used and incorporated into the discussions.
d) Incorporating key points made by peers (see below) into the discussion. You do NOT have to submit key points on the week you are facilitating. Instead you will be submitting the document described below.
e) Preparing and using a document** for your discussion session that includes:

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

For all readings/resources that you used, considered as a group:
- discussion points that integrate the key themes, conclusions, and PODS from across the materials that you have read/listened to/watched. What are the main lessons learned that you want to emerge from the discussion related to the topic?
- Think about themes that link the readings/other materials and any video or activity that you used. What are the “take-home messages” taken as a whole? In conclusion, what are the implications for health care services and policies? What are the implications for social worker practice [macro and micro]?

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

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

NOTES: Please make 2 copies of the document – one for yourselves and one for me. Please give me my copy before the start of class on your session day. In addition, you need to submit this via Canvas. You and your partner are jointly responsible for the content of the document and the discussion facilitation.

2b) Class member role in class discussion 5% (key points due every week):

a) Attendance, participation and professional behavior (see above). As indicated above, you are responsible for reading/listening to/watching all of the required materials for the day. You are responsible for thinking about the content and meaning of each reading, by itself, and in relation to the other readings and PODS. As you are reading, write down questions as they arise in relation to important points in the reading and PODS. You are responsible for coming to class prepared to actively participate in the group discussion. This relates to all class discussions, including those facilitated by your colleagues on the topics of the day and on the news media stories.

b) Key Points: Before each class, you must submit three key points about the week’s required readings in the Canvas Discussion tab. These key points are due no later than the **Saturday 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. 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 (including PODS). These points should be clear, concise, 1-3 sentence bullet points, **not** essays or long paragraphs.

The following are questions to consider as you are reading 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?
- What viewpoints or information do you have reservations about? Why?
- From what perspective were these materials written? If you can identify one, what clues help identify the authors’ perspective(s)?
- How does social work or your role as a social worker connect to what you read or saw?
- How do your experiences in your work or field placement relate to or connect to the content?
- What PODS issues are at play?

3) News Story Written Summary and Presentation (DUE on sign-up days) 15%:

Health care services and policies, including health care reform, are constantly in the news. 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 stories and blog posts. Current events, especially those related to health care reform, will
directly impact the clients and systems you will work with as a social worker. As a health professional and user of health care services, this news story review should become part of your routine. For this assignment, you will:

3a). Familiarize yourself with and review the resources regarding health care services and policies that are available in major news media outlets. Prepare a written analysis (including who, what, when, where, why, how) 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), on radio (e.g. NPR), or TV (e.g. PBS or other reputable station/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 me. The story must relate to US policy; international policy is outside the scope of this course. Include a summary of your thoughts of the article (use the primer questions in the “key points” section above to help develop your thoughts). 1-2 pages.

3b). At our first class meeting, you will sign up for a news story facilitation day (in addition to the class readings facilitation day). As facilitator, you will provide a brief overview of your chosen story, then lead discussion with 3-5 pre-written questions. These questions should aim to engage your classmates in discussion around the story’s content as well as its connection to policies and services.
   a) Complete analysis of a news story (see above) related to health care (1-2 pages)
   b) Post a link to your chosen article/story to Canvas by the Friday before class 11:59pm.
   c) Present a brief overview of your chosen news story to your classmates
   d) Develop and present 3-5 questions to your classmates during facilitated discussion
   e) Facilitate a 15-20-minute discussion on your chosen story to engage classmates in dialogue around the impact or perceived impact of your news story content (using a PODS lens).
   f) Turn in 1-2 page analysis of news story, hyperlink to news story, and 3-5 questions on Canvas

NOTE: Hyperlinks to your chosen news story must be posted by the Friday before class 11:59pm. This allows your classmates to review the story in advance and identifies which story is yours since more than one class member will present each week.

The due date for facilitation, analysis, and 3-5 discussion questions is the date you selected on the sign-up sheet. Hyperlink posted by the Friday before class 11:59pm.

4) Letters to your U.S. Senator, U.S. House Representative, State Senator or State Representative (Due March 5) 20%:

Advocacy practice occurs when a “social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice” (Hoefer, 2006, p. 8). Adopting this definition and as a way to operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), working beyond the individual client level, you are expected to speak on behalf of a disenfranchised group or a cause in order to influence decisions regarding the group or cause.

While there are many ways to do this, for this assignment you are asked to develop a letter to be sent to a public official (either U.S. or state senator or representative). This assignment will provide you with the opportunity to strengthen your advocacy skills by researching a current piece of legislation that impacts or is connected to health care or health care reform. The legislation can be at the state or federal level.
4a) Brief Policy Analysis to Inform a Letter to Your U.S. or State Senator or Representative:

**Assignment Objectives**

1) Conduct background research on active legislation in your state legislature or in the U.S. Congress related to health care or health care reform and select a bill for analysis
2) Identify your elected officials at the state and federal levels.
3) Using a PODS lens, briefly analyze a piece of active legislation, including the views of your elected officials on your chosen piece of legislation. **1-2 pages.**

Your aim is to understand a piece of active health care legislation so that you can write a letter to your elected official, asking them to vote yes or no. You will be writing to an elected official who represents the geographic area in which you are registered to vote and has been introduced in the legislative body in which he or she is a member. Resources for identification of legislation are on Canvas.

4b) Letter to Your U.S. or State Senator or Representative:

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) Building on the previous assignment, conduct further background research on the piece of active legislation that you began analyzing for your brief policy analysis
2) Identify one of your elected representatives from either the U.S. or your state house or senate and further study the position they have taken on this legislation (or their policy stance on that topic).
3) 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; **1 page maximum**
4) 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 geographic area in which you are registered to vote.

*Turn in both the analysis and the letter to your selected representative by the due date (March 5).*

5) Issue brief/proposal to Promote Social Workers in Healthcare (Due April 16) 20%:

Social workers play key roles in health care settings. Research suggests that better utilization of social workers in health-related settings can improving health, improving health care, and reduce costs. This assignment provides an opportunity to take all that you have learned throughout the semester and incorporate your newfound knowledge into a brief that makes the case for utilizing social workers in specific settings (e.g. hospitals, primary care offices, hospice, community health, jails, etc.) to improve patient outcomes.

1) Choose a setting where you hypothesize social workers (could) help improve health outcomes of patients, with particular attention to the most vulnerable (e.g. discharge planning in jails, case management in hospice, addressing social determinants of health in primary care settings). Alternatively, conceive of a policy change that would help improve health outcomes while simultaneously increasing job opportunities for social workers. The end goal of your proposal should be improved health outcomes AND more social workers in the setting.
2) **Conduct background research** to determine if your hypothesis has been substantiated in literature (if not, then what would need to be done in order to determine this? Make the case for more research in a particular area?) Your aim is to back up your proposal/brief with scientific literature.

3) **Develop a 2-4-page issue brief/proposal** that could be used by a professional association or other advocate to help promote the use of social workers in settings to improve the health of individuals. Here, your aim is to create a succinct (and aesthetically pleasing, if possible) document that an advocate could easily use to promote the use of social workers in any setting with the goal of improving the health of individuals/population.

**Reading List**
Readings and materials required for each class period are listed here. These articles are available on Canvas and in the required textbooks. You are responsible for coming to class prepared to discuss required materials in depth.

Throughout all readings, pay particular attention to service delivery (or lack of) for vulnerable populations, including the poor, ethnic minorities, children, immigrants, older adults, LGBTQ, women, differently abled, and people of color. Chapter readings often integrate this material without specifically drawing attention to it.

**January 8: Introduction and Overview of the U.S. Health Care System Part I, Introduction to Policy Advocacy**
- Thoroughly read the entire syllabus and be prepared to sign the form at the end that indicates your understanding of our agreement
- Askin & Moore 2014, Preface pgs xiii - xxi
- Askin & Moore 2014, Chapter 1 pgs 12-29 (systems & delivery)
- Shi & Singh 2015, Chapter 13, pgs 317-340 (health policy)

**January 15: No Class: MLK Day**

**January 22: Health Care Financing, Health Care Reform, Health Care Disparities**

**Health Care Reform and Financing**
- Askin & Moore 2014, Chapter 2 pgs 31-75 (insurance & economics)
- Shi & Singh 2015, Chapter 6, pgs 135-166 (health care financing)
- Shi & Singh 2015, Appendix, pgs 363-366

**Disparities**


Ranji U, Beamesderfer A, Kates J, Salganicoff A. Health and access to care and coverage for lesbian, gay, bisexual, and transgender individuals in the U.S. *Kaiser Family Foundation Issue Brief.* October 2014:1-22. *Note: pg 1, skim pg 2-8 for background as needed; read pg. 8-18*

January 29: Health and Mental Health Care Services, Organization, and Policy

- Askin & Moore 2014, Chapter 1, pg 1-11
- Shi & Singh 2015, Chapter 7, pps 167-191
- Shi & Singh 2015, Chapter 8, pps 202-217

February 5: Government in Health Care, Public Health, Social Determinants of Health & Policy


February 12: Government-Provided Health Care: Military & Veterans, Jail & Prison, Indian Health Services

**Jail & Prison**


**Military & Veterans**


**Native American Health Care**


**February 19: Comparative Analysis of Health Care Systems Internationally**


**February 26: Spring Break**

**March 5: Health Care Quality, Medical Technology & Pharmaceuticals**

Askin & Moore 2014, Chapter 3, pgs 76-96 *Note: this will be an overview of terms used in Shi & Singh Chapter 5; skim only

Askin & Moore 2014, Chapter 4, pgs 116-137

Shi & Singh 2015, Chapter 5, pgs 107-134

Shi & Singh 2015, Chapter 12, pgs 306-315


**March 12: Acute, Preventive & 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.


**March 19: 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 26: Chronic Disease Care Issues, Structure & Quality / Health Care Workforce Trends**

**Chronic Disease Care**


**Health Care Workforce Trends**

- Askin & Moore 2014, Chapter 6, pgs 190-223 *Note*: Skim pgs 197-223 for reference

**April 2: Disability Care Issues, Structure & Quality**


**April 9: Long-Term, Palliative & End-of-Life Care Issues, Structure and Quality of Care**
**Long-Term Care**

- Shi & Singh 2015, Chapter 10, pgs 245-268
- PACE4You: The Program of All-inclusive Care for the Elderly Web site. 

**End of Life Care**

- Institute of Medicine of the National Academies. Dying in America: improving quality and honoring individual preferences near the end of life. Published September 17, 2014.
- The Henry J. Kaiser Family Foundation. 10 FAQs: Medicare’s role in end-of-life care. 

**April 16: Future of Health Care and Social Justice: Provider and System Level Strategies**

- Shi & Singh 2015, Chapter 14, pgs 341-361
- Gawande A. The hot spotters. *The New Yorker*. 

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Student Agreement

I have read this SW 634 (Winter 2018) 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 the NASW Code of Ethics.

Name (Print): __________________________________________________________

Name (Signature): ________________________________________________________

Date: ___________________________