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 OBJECTIVES

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

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

2. Identify the strengths and limitations of the U.S. health care system compared with health care systems in other countries and directions for needed change.

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

4. Describe evidence-based models for health care delivery including integrated physical and behavioral health care services in a variety of settings and addressing a variety of populations.


6. Identify the role of government in health care policy and in planning, organizing, and delivering health and behavioral health services, including advocating for systems change.

7. Identify, describe and discuss the key elements of the Affordable Care Act, and assess progress toward implementation at the federal and state levels.

8. Discuss current ethical issues and controversies and apply ethical principles and decision-making in health care.

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

10. Discuss innovative approaches to improving health care access, quality and delivery, particularly addressed to eliminating health care inequities.
RELATIONSHIP TO THE 4 CURRICULAR THEMES

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.

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.

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

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

SOCIAL WORK ETHICS & VALUES

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues and with and regarding African American clients. The NASW Code of Ethics and other ethical codes are available to give students direction about these ethical issues. This course focuses on personal and social issues as they have implications for African American clients in particular. Examples are confidentiality, privacy, client rights and prerogatives, the client’s best interest, proper and improper relationships with clients, and sensitivity to culture and to clients’ own competence as sources of knowledge and experience in African and African American culture. ‘Client’ is defined from a micro and macro perspective. Students are required to abide by the NASW Code of Ethics while enrolled in the program.
INSTRUCTOR EXPECTATIONS

Please review the syllabus and expectations in its entirety prior to committing to complete this course under my instruction. The syllabus is considered a working document and may be changed or altered at the discretion of the instructor.

CLASSROOM CONDUCT

Students should plan to attend each class prepared to participate. If students are unable to attend or participate in the scheduled session, an email to the instructor is required. If more than two absences occur without contacting the instructor, the student will not receive 50% of the credit for points earned throughout the course of the semester.

Students are expected to respect others’ opinions and comments and be prepared to learn and educate in a respectful manner. Students that are unable to participate in respectful dialogue will be asked to exit the classroom and will not receive points for attendance or participation.

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, social media), this is grounds for up to 5 points deduction to the final grade.

INSTRUCTOR CONTACT

Students needing to contact the instructor are asked to do so via email at daiciars@umich.edu. Students will need to communicate utilizing professional standards and include their name, course and if they are requesting a response. Communications requesting a response will be addressed within 72 business hours during the semester. Communications that utilize informal language such as Hey, What’s Up, etc., will not receive a response. Students that wish to meet with the instructor should email the instructor with the preferred date and time frame (before or after class).

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ADDITIONAL INFORMATION

Instructor reserves the right to make adjustments and/or accommodations as necessary. Confidentiality:

Any oral and written material or discussion pertaining to clients is to be strictly confidential. The identity of clients is to be concealed in whatever format they are taken or written about. Further, discussion about agency clients should never happen without there being some professional purpose, and never in hallways, etc. Violation of confidentiality will be grounds for failure in the course.

University Closings: Information about campus-wide closings and cancellations due to weather or other circumstances is available online. In the event of a session cancellation, an announcement will be posted via Canvas.
Seminar Structure and Format
The seminar component of the course is a weekly 2hr 45min class session. Seminar is devoted to integrating materials from the text and other sources with the practice framework. There will be lectures, individual and group exercises, films, occasional guest speakers, etc.

Students are expected to contribute to each lecture by providing information from personal or professional experiences, current events, and/or reading material.

REFERENCE TEXT:

Other written materials may be assigned during the course, and will either be handed out in class, e-mailed, or made available on Canvas.

This course is in alignment to the Council on Social Work Education EPAS (Educational Policy and Accreditation Standards). The Council on Social Work Education (CSWE) uses Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.
GRADING STANDARDS

Students will be evaluated on their overall success in integrating course content with their final presentation. The degree of participation in the weekly seminars, individual commitment to the course goals and reflective practices, together with demonstrated learning that results from the experience, is key to my evaluation of each individual student’s course progress and final grade.

GRADING

Note: Students are eligible to receive a bonus of 3 points toward your overall score if you do not miss a class. In the case of habitual lateness, the instructor reserves the right not to award this bonus.

Please see the section on Seminar Expectations for additional guidance on getting a good participation grade.

GRADING SCALE

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%*</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
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<tr>
<td>87-89%</td>
<td>B+</td>
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<tr>
<td>83-86%</td>
<td>B</td>
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<td>80-82%</td>
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<td>77-79%</td>
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<tr>
<td>73-76%</td>
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<tr>
<td>60-62%</td>
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<tr>
<td>&lt;60%</td>
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A+ grades are reserved for students that go above and beyond expectations.

There are 405 total points possible, allocated as follows:

INDIVIDUAL ASSIGNMENTS:
1. Articles and Reflection: 40 points
2. Class Participation (13 classes @ 5 points each): 65 points
3. Policy Presentation: 200 points
4. Intervention Strategy: 100 points

Total Possible: 405
INDIVIDUAL ASSIGNMENTS
INDIVIDUAL ASSIGNMENTS

ATTENDANCE AND PARTICIPATION
65 points

The purpose of classroom work and participation is to encourage a setting in which students share information and learn from each other.

<table>
<thead>
<tr>
<th>CLASSROOM AND PARTICIPATION grades will be based on the following requirements for EACH class session:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Student attends class on time and prepared for class. (2 points)</td>
</tr>
<tr>
<td>B. Student participates in classroom discussion and activities (3 points)</td>
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</tbody>
</table>

Articles and Reflection
35 points

The purpose of the articles and reflections is to ensure that students are able to utilize research and critical thinking to apply information to policy practice as advanced level practitioners. When completing reflections, students should be able to identify how the text is applicable to a specific policy problem issue, population or cause. Critical thinking should be advanced throughout the course and be evidenced in the reflections.

**Articles and Reflection grades will be based on the following requirements:**

A. Students will identify at least **2** issues, definitions or topics from the reading and utilize an outline to describe what they focused on in the assigned reading and why. (30 points)

B. Students will provide documents to peer consultation group during the assigned class period. (5 points)

*You will be responsible for submitting 1 article to be utilized as a weekly assigned readings.*
INDIVIDUAL ASSIGNMENTS
Implementation of Advocacy Strategy
100 points

The purpose of the implementation of advocacy strategy is to provide you with the opportunity to recognize avenues for policy change specific to issues surrounding integrated healthcare.

Implementation of Advocacy Strategy grade will be based on providing a one page summary describing personal implementation of at least ONE of the following strategies:

a. Interview
   Interview a person or entity within the community that would be or has been impacted by the problem/issue. A summary of the interview will be required to be submitted.

b. Public Service Announcement
   Student will submit a public service announcement via a 2-5 minute YouTube video or blog. Announcement must be maintained regularly (at least 1 time per week). Links must be submitted in one page summary.

c. Start and Manage an online petition
   Student will utilize an online petition to solicit support from constituents regarding the social problem/issue. Petition must be maintained regularly (at least 1 time per week). Link to petition must be submitted in one page summary.

d. Social Media
   Use at least one social media site (Facebook, Twitter, Vine, Instagram, etc.) to promote your advocacy efforts. (multiple sites are often used simultaneously). Link to page must be submitted in one page summary.

e. Op-Ed
   Write at least one targeted communication to a decision maker or the general public (Op-Ed) asking them to take action on your policy issue. This should be submitted for publication and/or sent out across social media, e-mail, and petition sites. The text should be a maximum of 500 words, and include the following:
   • Identify yourself as a constituent, UM student and/or NASW member
   • Clearly identify the bill number and/or issue you are concerned about; if it is pending, be clear about where it is in the legislative process
   • State your position on the issue and explain why it is important to you and/or the constituents you serve
   • Describe and provide data on the social problem of interest – use concrete examples to illustrate your points
   • Restate your position and what you wish the public/readers to do – be specific
   A copy of the Op-Ed must be submitted with one page summary.

f. Attend or facilitate a meeting/event
   At least 1 advocacy/education event or meeting must be attended or facilitated. Examples include meeting with a decision maker/politician, a town hall meeting, canvassing neighborhoods to discuss the issue, creation and implementation of a flash mob, a board meeting, or other approved actions. An agenda, pictures, or video must be provided with one page summary.

g. CREATIVE IDEA
   Must be approved by instructor prior to implementation
   One page summary should include a description of the implementation strategy and reason for selecting the specific strategy.
The purpose of the presentation is to provide you with the opportunity to think methodically about a topic that is significant to the social work profession and the issues surrounding integrated health. Policy can be grounded in judicial decisions, legislative policy and administrative policy. You can analyze a policy from your agency, state, local or federal government. You will be researching the population, social issue and or public interest applicable to the topic you choose.

Class presentation of your Policy Analysis. Presentation grade will be based on the following requirements:

A. Students will submit an outline of their presentation which briefly covers the main points of the Critical Analysis as described in the questions for a critical model for social welfare policy analysis section of syllabus. The outline should be 1-2 pages, typed and/or a copy of the power point presentation. Include a brief, 1 paragraph statement, at the beginning of your outline about your personal and/or professional interest in this topic. Outline must be provided to instructor prior to the presentation or 15 points will be deducted. (100 points)

B. Students will provide information on at least 1 advocacy effort that peers can participate in to impact policy. (50 points)

C. Students will attach a bibliography with a minimum of 5 references for your presentation. (15 points)

D. Students will develop a discussion question based on their presentation and will lead the class in the discussion regarding their presentation. (35 points)

QUESTIONS FOR A CRITICAL MODEL FOR SOCIAL WELFARE POLICY ANALYSIS

SOCIAL PROBLEM: What is the problem? What are the definitions of the problem? What is the extent of the problem? Who defines this as a problem? Who disagrees? What are the conflicting social values and beliefs? What are the underlying causes or factors? What are the groups affected by this problem, and do they belong to a particular race, ethnicity, gender, class, age, ability, group of sexual orientation, or other special group?

POWER IMBALANCE OR STRUGGLE: Who loses from this social problem? Who gains from this social problem? Who opposes it? Who supports it? Does race, ethnicity, gender, class, age, ability, sexual orientation, or any other personal attribute play a role in this issue? Who seems to have power and who does not? How is social justice addressed?

PUBLIC REACTION: What do voters think? What do people think who do not typically vote? What do people with higher incomes think? What do people with lower incomes think? How is the media covering and portraying this issue? What values and beliefs are important? Whose values and beliefs are dominant? Whose values and beliefs are minimal?

POLICIES, PUBLIC LAWS, OR ADMINISTRATIVE RULES: What are relevant public policies? If there are no public policies, why not? What are the objectives of the policies? Are there hidden agendas? Who supports the policies? Who opposes the policies? Who has spoken out in favor of the policies? Who has spoken out against the policies? Does race, ethnicity, gender, class, age, ability, sexual orientation, or any other personal attribute seem significant in these policies?

IMPLEMENTATION OF SOCIAL WELFARE PROGRAMS: Which social programs have been implemented as a result of the policies? Are the programs effective? What are the strengths and weaknesses? Who is primarily served by the programs? Who has oversight for the programs? Is there a disproportionate involvement of any one group based on race, ethnicity, gender, class, age, ability, sexual orientation, or any other personal attribute?

ACTUAL IMPACT: What are the costs and benefits? Is the social problem changed? If so, how? Are there unintended results?
## 2018 Course Calendar

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Article Presenter</th>
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<tbody>
<tr>
<td>1/8/18</td>
<td>Course Overview</td>
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<td></td>
<td>History of Health Care</td>
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<tr>
<td>1/16/18</td>
<td>ASSESSMENT</td>
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<td>History of Health Policies</td>
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<tr>
<td>1/23/18</td>
<td>ASSESSMENT</td>
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<td>Healthcare Programs</td>
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<td>Levels of Integration</td>
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<tr>
<td>1/30/18</td>
<td>Current Models of Integration</td>
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<td>Inequity in Healthcare</td>
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<tr>
<td>2/6/18</td>
<td>Method of Analyzing Policies</td>
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<td></td>
<td>Current Policies</td>
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<tr>
<td>2/13/18</td>
<td>GET INVOLVED</td>
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<td>ACTION DAY</td>
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<tr>
<td>2/20/18</td>
<td>EVALUATION</td>
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<td>Driving Forces Behind Policies: Policy = Practice= Policy</td>
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<tr>
<td>2/27/18</td>
<td>WINTER RECESS</td>
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<tr>
<td>3/6/18</td>
<td>Policy Influences</td>
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<tr>
<td>3/13</td>
<td>Healthcare Financing</td>
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<td>3/20</td>
<td>Oral health policy</td>
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<td>3/27</td>
<td>Patient Centered Homes</td>
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<tr>
<td>4/3/18</td>
<td>Policy Presentations</td>
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<td>4/10/18</td>
<td>Policy Presentations</td>
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<tr>
<td>4/17/18</td>
<td>Policy Presentations</td>
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ACCOMMODATIONS
If students think they may need an accommodation for a disability, they need to let the instructor know as soon as possible. Some aspects of this course, the assignments, the in-seminar activities, and the way the course is usually taught may be modified to facilitate a student’s participation and progress. The earlier students make instructor aware of their needs, the more effectively they can work with the Services for Students with Disabilities Office (SSD) (734) 763-3000 to help determine appropriate academic accommodations. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information students provide is private and confidential, and the seminar facilitators will (to the extent permitted by law) treat that information as private and confidential.

STUDENT MENTAL HEALTH AND WELLBEING
University of Michigan is committed to advancing the mental health and wellbeing of its 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 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at 734-764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

References and Referencing Style
When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (6th Edition) is accessible via internet. Additionally, you may access APA examples at: http://owl.english.purdue.edu/owl/resource/560/01/ for further help citing references in course assignments.

Intellectual Honesty and Plagiarism
It is your responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook.

SAFETY & EMERGENCY PREPAREDNESS
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. 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-SSWB(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 (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu.
Office of Student Services
School of Social Work | Room 1748
734-936-0961
For more information view the annual Campus Safety Statement HERE!
Register for UM Emergency Alerts HERE!