1. Course Statement

a. 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.

b. Course content
   The course will introduce the history, organization, functions of the U.S. health care and behavioral health care systems, services and policies, including comparisons with systems in other countries. Health care access issues will be introduced and discussed throughout the course, including potential sources of disparities at the patient, provider and system levels. Health care financing methods, strategies, costs and benefits will be introduced and discussed, including efforts to equalize financing of physical and behavioral health services. Health care policy will be examined at federal, state, local and agency/organizational levels, including the role of social work in policy and advocacy. The content and implementation of the Affordable Care Act will be highlighted. The course will specifically address policies and programs that aim to integrate physical and behavioral health services, emphasizing evidence-based models delivered in primary care settings and community support, family and school-based programs and interventions. The role of government in planning, organizing and delivering health care services will be examined, including public sector services related to military and veteran’s
health care, prison and reentry services, and services to American Indian/Alaska Native communities. We will also examine issues, structure and quality of primary and acute care, care for chronic disease and disability, and long-term and end-of-life care. Emerging trends and promising strategies that promote social justice in health care will be examined.

c. Course objectives and competencies

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. (Practice Behaviors 3.IP, 3.SPE, 3.CO, 3.MHS; 4.IP, 4.SPE, 4.CO, 4.MHS; 8.IP, 8.SPE, 8.CO, 8.MHS)
2. Identify the strengths and limitations of the U.S. health care system compared with health care systems in other countries and directions for needed change. (Practice Behaviors 3.IP, 3.SPE, 3.CO, 3.MHS; 5.IP, 5.SPE, 5.CO, 5.MHS; 8.IP, 8.SPE, 8.CO, 8.MHS)
3. Describe financing mechanisms for health care services, including physical and behavioral health care, and the impact of these mechanisms on equity, access and successful integration of services. (Practice Behaviors 3.IP, 3.SPE, 3.CO, 3.MHS; 5.IP, 5.SPE, 5.CO, 5.MHS; 8.IP, 8.SPE, 8.CO, 8.MHS)
4. Describe evidence-based models for health care delivery including integrated physical and behavioral health care services in a variety of settings and addressing a variety of populations. (Practice Behaviors 3.IP, 3.SPE, 3.CO, 3.MHS; 8.IP, 8.SPE, 8.CO, 8.MHS; 10.IP, 10.SPE, 10.CO, 10.MHS)
6. Identify the role of government in health care policy and in planning, organizing, and delivering health and behavioral health services, including advocating for systems change. (Practice Behaviors 3.IP, 3.SPE, 3.CO, 3.MHS; 5.IP, 5.SPE, 5.CO, 5.MHS; 8.IP, 8.SPE, 8.CO, 8.MHS)
7. Identify, describe and discuss the key elements of the Affordable Care Act, and assess progress toward implementation at the federal and state levels. (Practice Behaviors 3.IP, 3.SPE, 3.CO, 3.MHS; 5.IP, 5.SPE, 5.CO, 5.MHS; 8.IP, 8.SPE, 8.CO, 8.MHS)
8. Describe the role of the pharmaceutical and medical devices industries in health care, including drug and technology development, patents and generics, and cost and reimbursement. (Practice Behaviors 3.IP, 3.SPE, 3.CO, 3.MHS; 8.IP, 8.SPE, 8.CO, 8.MHS)
10. Identify the role of social work in policy development, services planning and delivery of health care and behavioral health care services. (Practice Behaviors 3.IP, 3.SPE, 3.CO, 3.MHS; 8.IP, 8.SPE, 8.CO, 8.MHS; 10.IP, 10.SPE, 10.CO, 10.MHS)

d. Course design
This course is designed as a seminar. You are expected to participate in all class activities, including lectures, small group discussions, in-class activities, and required reading. As a seminar, the course design assumes that all participants are responsible for, and actively
engaged in, learning. This course will expose you to concepts related to health care policies and services, but you will be responsible for critically examining these ideas and participating in your own learning. You will also have opportunities to explore current health care events in the news, analyze policies that impact various populations throughout the US, and engage with guest speakers from the field. This class is designed to be a practical yet rigorous primer for anyone working in health, health care, and/or policy. Your instructor will assist by facilitating and guiding individual and group learning. Students will be evaluated by graded assignments as well as class participation.

e. Curricular themes – Intensive Focus on Privilege, Oppression, Diversity and Social Justice

1. Multiculturalism and Diversity issues will be integrated throughout the course and prominent in content and assignments related to health care disparities. The course will address a range of diversity dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), sex and sexual orientation, marital status, national origin, race, and religion or spirituality.

2. Social Justice and Social Change will be addressed throughout the course, including content on equity, quality and access, ethical issues in health care, and the role of social work in promoting social justice and social change in the health system.

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

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

2. Class Requirements

a. Text and class materials

**REQUIRED TEXTBOOKS**


Both books are available via online retailers, including the publisher and Amazon. A limited number of copies may be available at Ulrich’s bookstore. 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.

**REQUIRED WEEKLY READINGS**
The course outline details required as well as supplemental readings and materials for your expected use and inclusion in course assignments.
b. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Points (% of overall grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy in Context</td>
<td>February 4, 2019, by 9am ET</td>
<td>25 points (25%)</td>
</tr>
<tr>
<td>2 News Story Analyses*</td>
<td>1. March 25</td>
<td>15 points each (30%)</td>
</tr>
<tr>
<td></td>
<td>2. April 15</td>
<td></td>
</tr>
<tr>
<td>News Story Discussion Facilitation</td>
<td>Due on date of sign-up</td>
<td>10 points (10%)</td>
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<tr>
<td></td>
<td>February 11 – April 22</td>
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<tr>
<td>Policy Analysis &amp; Brief Topic</td>
<td>April 8</td>
<td>5 points (5%)</td>
</tr>
<tr>
<td>Policy Analysis &amp; Brief Report</td>
<td>April 26, 2019</td>
<td>20 points (20%)</td>
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</table>

*Must complete one of your three reports in conjunction with facilitation.*

Assignment details are posted in the *Files—Assignments and Grading* section of the course Canvas site. Please submit all assignments online through the course canvas site. Students are responsible for reading the assignment instructions and monitoring due dates.

**APA format** is the definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing. Please refer to the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

Key components of APA format to be used in written papers include:

- Title page with your name, date, and title
- Double spaced, 12-point font, 1 inch margins
- Number pages except for title page in upper right corner
- Sources must be cited in the paper text and referenced in a bibliography at the end of the paper. All in-text citations and bibliographic references must be formatted in APA style.

Strong writing and communication skills are essential to effective professional practice. As professionals, we are continually assessed and judged on our ability to express ideas clearly and professionally on behalf of our clients, our organizations, our profession and ourselves. Graduate level writing skills are expected for this course, and include appropriate grammar, in-text citations, references, organization of thought, clarity of expression, and active as opposed to passive writing.

**Late Assignments**

Except in the case of extended emergencies, and then only with the permission of the professor prior to the due date, late assignments will not be accepted without penalty. Late assignments will be assessed a 10% point deduction (e.g., assignment worth 20 points will receive 2-point deduction after grading). Requests for extensions on or after the due date of an assignment will NOT be considered and thus subject to point reductions.

c. Grading

Assignments and class participation total 100 points for the semester.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 95 = A</td>
<td>Suggests mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which these skills are demonstrated.</td>
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<tr>
<td>94 - 91 = A-</td>
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</table>

4
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 88</td>
<td>B+</td>
<td>Suggests competence related to course material. Meets course expectations and reflects professional standards.</td>
</tr>
<tr>
<td>87 - 85</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>84 - 81</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>80 - 78</td>
<td>C+</td>
<td>Suggests familiarity with material but is not considered adequate for professional practice. Demonstrates student learning, and potential for demonstrating competence and mastery.</td>
</tr>
<tr>
<td>77 - 75</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>74 - 71</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>70 - 68</td>
<td>D+</td>
<td>Indicates deficiency and carries no course credit.</td>
</tr>
<tr>
<td>67 - 65</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>64 - 61</td>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>60 and below</td>
<td>E</td>
<td>Indicates deficiency and carries no course credit.</td>
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</table>

**I grades (Incomplete)** are given in rare situations in which significant unforeseen, extraordinary, or compelling reasons prevent student completion of work AND there is a definite plan and date for completion. Students are responsible for initiating advanced contact with the instructor to request an incomplete grade and to establish a specific plan for completion. If no contact has been initiated by the student with the instructor regarding incomplete work and/or no specific plan has been established to complete work by the last day of class, a grade will be given based on the work submitted thus far. This may potentially result in a grade which carries no course credit.

If students are concerned about their class performance or grade, the professor is willing to work with them to help improve their understanding of the class material or the assignments prior to the end of the semester. **Final grades assigned in the course are not negotiable.**

d. **Class Requirements**

Class participation, attendance, and 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 are designed to support you as a developing social worker in the health care and policy fields. Resource: [Rackham Credit Hours Overview](#)

As a graduate student, class attendance, completion of assigned readings for each class, participation and engagement are highly valued as these behaviors contribute to the quality of learning for the individual and the class as a whole. Active engagement and sharing of ideas and perspectives informed by reading and preparation are highly valued and expected in both academic as well as professional social work settings. Students are expected to complete assigned readings prior to class and should be well-prepared to participate in discussions and in-class activities. Informed participation, or lack thereof, will be considered in assigning your participation grade for the course.

**Class attendance and participation (10 points; 10% of final grade)** are critical to students’ learning and to the success of this course. Accordingly, students are expected to attend, be prepared for, and make constructive contributions to the course. Students’ contributions will be assessed by their quality and relevance to course content and themes. It is the responsibility of each student to bring reading materials to class each week, and to obtain class notes, handouts, or other materials distributed in class if you are unable to attend. Participation Rubric is located in the **Files→Assignments and Grading** section of the course Canvas site.
Absences from class are not evaluated as “excused” or unexcused but rather as a reality that occurs due to personal choices, prioritization of competing demands, or uncontrollable events and circumstances. Absences also affect student competence, learning, and professional preparation. Students are permitted one absence, after which the professor reserves the right to lower that student’s overall course grade by one grade level (e.g., A becomes A-; B+ becomes B). If a student is going to be absent, efforts should be made to contact the professor in advance. Students are responsible for any materials missed or assignments due on a day of absence. This policy aligns with the School’s Attendance Policy.

There will always be a break mid-way through each class session, and students are encouraged to wait for the break before leaving the classroom. Please take care of personal business before class, and notify the instructor in advance of class of any conditions or situations that may require your absence during class. Extended absences during class, as well as tardiness, will be noted and considered in assigning course participation grades.

e. Professional Conduct

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.

Use of digital electronic devices in class. The concept of “digital citizenship” is a complex topic that has become increasingly important and will continue to evolve as we explore the impact of technology on individuals and communities. In this class, we will be intentional about digital etiquette and respectful and ethical use of electronic devices for professional use. Using electronic devices to assist in note taking and specifically-directed class activities is encouraged for those who find this beneficial.

However, please note that Research conducted at the University of Michigan suggests that approximately 40% of students are distracted by other students’ use of electronic devices for non-coursework-related activities. Thus, use of electronic devices for non-course-related activities demonstrates disregard for others. Use of digital devices for non-class related activities will be reflected in reductions in students’ course participation grade. If you feel you must monitor email, text messages, or social media please do so during breaks and/or leave the classroom.

Special Considerations: Please notify me immediately if you require special classroom or other considerations for instruction. SSW policy is to provide equitable educational opportunities for students with documented disabilities. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. When you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to determine appropriate academic accommodations. SSD (734-763-3000)

Academic Conduct and Honesty. UM Students are held to the highest standards of academic and professional conduct. Cheating is the act of obtaining or attempting to obtain credit for academic work through use of any dishonest, deceptive or fraudulent means. Plagiarism is one
form of cheating and is unacceptable and inconsistent with the NASW Code of Ethics and the Code of Academic and Professional Conduct which applies to all students enrolled in the School of Social Work. Any form of cheating (use of someone else’s work, obtaining or sharing tests from previous semesters, re-use of one’s own work/assignments from other classes without acknowledgement), plagiarism (verbatim copy of another’s material and not acknowledging the direct quotation, or unacceptable paraphrasing which does not use one’s own words and structure, and failure to acknowledge that the content is not original) and/or aiding and abetting academic dishonesty will result in a failing grade for the relevant assignment and is grounds for expulsion. You are responsible for understanding the meaning of academic integrity and plagiarism. Please refer to the Student Guide to the Master’s in Social Work Degree Program, or see https://www.lib.umich.edu/academic-integrity/understanding-academic-integrity-and-plagiarism-students.

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism
Course OUTLINE: Week-by-Week Topics and Readings

January 14: Introduction & Overview of the US Health Care System I; Social Work Policy, Practice, and Research

Required Reading


January 21: Equity and Justice for United States Health Care Policy and Delivery (NO CLASS)

In lieu of class, students will select and attend one Martin Luther King Jr. Symposium event.

Required Reading


January 28: Overview of the US Health Care System II

Institute for Social Research Group Dynamics Speaker Series: Courtney Cogburn, PhD, Assistant Professor, Columbia University School of Social Work, Culture of Racism: Conceptual and Methodological,

Required Reading

- Askin & Moore, Preface
- Askin & Moore, Chapter 1 Health Care Systems and Delivery
- Shi & Singh, Chapter 1, Foundations of US Health Care Delivery
- Supplemental
  - Askin and Moore, Chapter 6 Health Care Providers

February 4: Health Care Financing – The Patient Protection and Affordable Care Act; Michigan State of the State – State-level perspectives and approaches to policy

Guest speaker: Edith (Edie) Kieffer, MPH, PhD, Professor, University of Michigan School of Social Work Member, Institute for Healthcare Policy and Innovation, Michigan Center of Diabetes Translational Research and the Detroit Community Academic Urban Research Center

Required Reading

February 11: Health Care Financing and Insurance

Required Reading
- Shi & Singh, Chapter 6, Health Care Financing
- Askin & Moore, Chapter 2 Insurance and Economics

Supplemental

February 18: Health Care Policy Reform; Health Care Disparities and Social Determinants of Health

Required Reading
- Askin & Moore, Chapter 5 Policy and Reform

Supplemental
- Shi & Singh, Chapter 13, Health Policy
February 25: Health Care Quality and Access

Required Reading
- Shi & Singh, Chapter 12, Cost, Access, and Quality

March 4-8: Winter Break

Recommended Viewing and Reading
- …and the Band Played On (Film)
- Being Mortal, by Atul Gawande (Book)

March 11: Populations with special health needs

Required Reading
- Shi and Singh, Chapter 11, Populations with Special Health Needs

And select ONE of the following readings on a topic of your interest or locate one that relates to your interests

People HIV/AIDS

Immigrant populations
- National Academies Press, Immigration as a Social Determinant of Health

LGBTQ Populations
- Joint Commission: Advancing Effective Communication, Cultural Competence, and Patient- and Family-Centered Care for the Lesbian, Gay, Bisexual, and Transgender (LGBT) Community: A Field Guide. Oak Brook, IL

Incarcerated Prisoners

**Military & Veterans**

**Native American Health Care**

**Other possible topics**
• Opioid addition
• Alzheimer's disease
• Diabetes

**March 18: Hospitals and Systems; Medical Technology and Pharmaceuticals**

**Required Reading**
• Shi & Singh, Chapter 8, Hospitals
• Shi & Singh, Chapter 9, Managed Care and Integrated Systems

**And select ONE of the following supplemental readings**
• Shi & Singh, Chapter 5, Technology and its Effects
• Askin & Moore, Chapter 3, Quality, Technology, and Medical Malpractice
• Askin & Moore, Chapter 4, Research, Pharmaceuticals, and Medical Devices

**March 25: Acute, Preventive, and Primary Care Issues, Structure and Quality of Care; Evidence-Based Models of Care**

**Required Reading**
• Shi & Singh, Chapter 7, Outpatient Services and Primary Care.


**Supplemental**

- 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.

**April 1: Maternal and Child Health Care Issues, Policies, and Programs**

**Required Reading**

- 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.
- Morris, T. (2014). C-Section Epidemic, Contexts, 13(1); 70-72.

**Supplemental**

- Wise PH. Transforming preconceptional, prenatal, and interconceptional care into a comprehensive commitment to women’s health. Women’s Health Issues, 18S; S13-S18.

**April 8: Chronic Disease Management: Cancer, Diabetes, Cardio-Vascular disease; Quality Care Indicators**

**Required Reading**


**Supplemental**

- Thoumi, A. et al. (2015). Innovations in diabetes care around the world: case studies of care transformation through accountable care reforms, Health Affairs, 34(9); 1489-1497.
April 15: Disability Care Issues, Structures, and Quality; Long-term Palliative and End-of-Life Care Issues, Structure, and Quality of Care

**Required Reading**
- Shi & Singh, Why, Chapter 10, Long-Term Care Services

**Supplemental**
- 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.

April 22: Future of Health Care and Social Justice: Provider and System-level Strategies

**Required Reading**
- Shi and Singh, Chapter 14, The Future of Health Services Delivery