COURSE DESCRIPTION

This course will examine the strengths and limitations of the U.S. health care system, including health indicators and the state of health care delivery in the United States, with selective international comparisons. The role of the public and private sectors in health care and health policy will be presented, with special attention to the financing of health care and the role of the government in health care. The course will focus on the organization of services (i.e., public health, prevention/promotion services, primary care, acute care, chronic care, and long-term care). Alternative and complementary medicine and services will also be examined. The pharmaceutical and medical devices industries will be examined, as will the health care workforce. Access to care, utilization, and quality of care will be covered. A major focus of the course will be on disparities in health care and on health care for the underserved, including racial/ethnic minorities, women, sexual minorities, and the poor. The role of social workers in health care will be addressed throughout.

COURSE CONTENT

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

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

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


RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES

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

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

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

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

**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.

**REQUIRED TEXTBOOKS**


Both books are available via online retailers, including the publisher and Amazon. 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**.
CLASS REQUIREMENTS

Computers and food are allowed in class. I reserve the ability to request computer-free time during course sessions.

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. Resource: Rackham Credit Hours Overview

Attendance: Class attendance is required. Please notify the instructor at the beginning of the semester if religious observances or other unavoidable obligations will conflict with class or due dates for assignments so that we can make appropriate arrangements. Any assignment, including key reading points, 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 6:00 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.

Making up an Absence: 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. Students with two absences that are not “made up” will receive a one level (e.g. A to A-) reduction in your final grade. Each additional absence will reduce your final grade an additional level.

Participation in Discussion & Activities: Discussions and group activities are a critical aspect of active learning at the graduate level. Therefore, well-prepared and active participation is required. The following expectations will be taken into account when considering your participation grade. As an adult learner, you are expected to prepare for class by reading, 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.

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)
EVALUATION AND GRADES

Your grade will be based on the evaluation of the following:

- **20%** Class participation (attendance, discussion, key points, professional behavior)
- **27%** News story analyses, facilitation, and engagement (three analyses, 5% each; 5% discussion facilitation, 7% engagement with others' stories)
- **23%** Letter to U.S. Senator, U.S. House Representative, State Senator or State Representative (10%), with Policy Analysis (5%)
- **30%** Policy Briefs (2 briefs: 20%, 10%)

**TOTAL** 100 %

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:

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<thead>
<tr>
<th>Letter Grade</th>
<th>Points Range</th>
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<tr>
<td>A+</td>
<td>97-100</td>
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<td>A</td>
<td>93-96</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
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**The criteria for letter grades are as follows:**

- **A+, A or A-** Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. A+ will be a very rare grade. The difference between A and A- is based on the degree to which these skills are demonstrated.
- **B+** Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
- **B** Mastery of subject content at level of expected competency – meets course expectations
- **B- 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.
ASSIGNMENT EXPECTATIONS

Deadline expectations: All reading, written and other assignments must be completed, submitted hard copy in class, and ready for use by the start of class or the specified due date (see schedule). Assignments submitted late will be graded down one full grade. Assignments submitted more than two days late will not be accepted. Exceptions require permission of the instructor. Incomplete grades 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 in Arial 11-point font, one-inch margins, single-spaced format with a space between paragraphs, unless noted otherwise in the assignment guideline. Please note that you need to include all required information in your assignments. All citations will be made using AMA format.


Spellcheck, Grammar Help, & More: Many students use online or electronic tools to assist with writing, grammar, and citation. These tools, like Mendely for citations and Grammarly for grammar, can be useful but are just tools. You still need to proofread your papers well. I highly recommend having a second person read your paper for spelling and grammar before submission. Additional resources: SSW Writing Help; SSW librarian guide

GENERAL EXPECTATIONS AND RESOURCES FOR WRITTEN WORK

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

- You must use scholarly literature to support your presentation of material. You need to use multiple sources and synthesize them. Do not rely on direct quotations from your sources; instead summarize them in your own words. Quotations, if used at all, should be very minimal, used for special emphasis only and clearly identifiable and referenced.
- Written work should incorporate the standards of critical thinking, analysis and writing (described below). In evaluating your written work, I will apply these standards.
- You may find it useful to have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader. Nonetheless, they provide a warning that something should be corrected!

Writing Resources: ssw.umich.edu/writing-help

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

You can also work with other U-M Writing Resources available to all students;

- Sweetland Writing Center, 734-764-0429; http://www.lsa.umich.edu/sweetland/
- English Language Institute, http://www.lsa.umich.edu/eli

Research Resources: http://guides.lib.umich.edu/social-work

Sue Wortman (swortman@umich.edu) is the School of Social Work Librarian. She can assist with research inquiries and tips on research methods. Sue is available for individual appointments (requests made by email), and her office is located in Room 209 of the Hatcher Graduate Library on Central Campus.

ACADEMIC STANDARDS AND CODES OF CONDUCT

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. (Michael Scriven & Richard Paul, presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987).


All written work will be evaluated in accordance with the standards of critical analysis and thinking and should strive to meet the following intellectual standards:

- **CLARITY**: Could you elaborate further on that point? Could you express that point in another way? Could you give an illustration? Could you give an example?
- **ACCURACY**: Is that really true? How could we check that? How could we find out if that is true?
- **PRECISION**: Could you give more details? Could you be more specific?
- **RELEVANCE**: How is that connected to the question? How does that bear on the issue?
- **DEPTH**: How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors?
- **BREADTH**: Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a variety of points of view?
- **LOGIC**: Does this really make sense? Does that follow from what you said? How does that follow? Before you implied this and now you are saying that; how can both be true?

**Academic Conduct and Integrity**: The conduct of a student enrolled in courses offered by the School of Social Work must be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to
treat them fairly, show respect for their ideas and opinions and strive to help them achieve maximum benefits from their experience.

Written and oral materials prepared for this course must adhere to NASW Editorial Policy, the NASW Code of Ethics, the University of Michigan and the University of Michigan School of Social Work guidelines.

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

4.04 *Dishonesty, Fraud and Deception:* Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.06 *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](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](http://guides.lib.umich.edu/swintegrity). 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-student-guide/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. http://www.lsa.umich.edu/english/undergraduate/advising/plagNote.asp

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

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.
ASSIGNMENTS

The following is a calendar/checklist you may choose to use that details all required submissions and what you are responsible for, per class. You will also be responsible for three news story write-ups. One write-up will be due on your assigned facilitation day; the other two write-ups are due on the day of your choice. You may not submit more than one news story analysis in a day.

ASSIGNMENT DETAILS

1) Class Attendance & Participation, 20%

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. You will also be challenged to think about class after class. A significant portion of your grade is tied to participation. Your participation grade will be evaluated based on the following activities:

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

**Key Points**: During each class, you are expected to share two to three important points that you found from the assigned readings. It may be helpful as you read to create bullet point sentences on your findings.

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?
- How do your experiences in your work or field placement relate to or connect to the content?
- What viewpoints or information do you have reservations about? Why?
- 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?
2. News Stories (26%): News Story Written Analysis Reports (5% each), News Story Facilitation (5%), and News Story Engagement (6%)

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:

2a) identify 3 news stories over the course of the semester related to health care policies and services, analyze them, and write written analysis reports on your findings.

2b) facilitate a 10-minute class discussion about one of the three written news story analyses. As facilitator, you will provide a brief overview of your chosen story, and then lead discussion with 3-5 pre-written questions and key points related to each question. The remaining two article analysis will involve a brief submission and discussion in class. The brief discussion will include an overview of the policy issue, the current concerns/issues and your thoughts on a policy solution. Two or three people will facilitate the 10-minute news story discussion each week.

Opinion pieces are not acceptable. Avoid highly partisan sources such as Fox News or MSNBC. If you choose an article from a blog, please confirm with me that the depth of the article is appropriate for this assignment. Brief articles (less than four paragraphs) don’t count. The chosen news story must have adequate depth, including the background and facts related to the health care topic, identification of key stakeholders, discussion of who is affected and how they are affected, and analysis of the issues involved. If in doubt about the source, subject, depth or reliability, review your story with me.

Assignment Objectives
1) Familiarize yourself with, and review the resources, regarding health care services and policies that are available in major news media outlets;
2) Prepare written analyses 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).
3) Facilitate and engage in group discussion about current developments in health care services and policies.

2a) Written News Story Analysis Reports, 15% (5% each)

2b) News Story Facilitation, 5%
2c) News Story Engagement, 6%

3a) Brief Policy Analysis to Inform a Letter to Your U.S. or State Senator or Representative, 5%

*Due January 29th.*

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.

**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) Briefly analyze a piece of active legislation, including the views of your elected officials on your chosen piece of legislation

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. You will have the opportunity to rewrite this assignment if necessary, although you will not be able to earn full points.

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

*Due February 19th*

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. House, U.S. Senate or your state house or state senate and further study the position that she or he has 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;
4) Familiarize yourself with the role of policy advocacy and your role as a social worker and individual.

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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.

4a) Policy Brief #1: the ACA, 24%

Due March 19th

The Patient Protection and Affordable Care Act (ACA) is a critical component to how health care is delivered and understood in the US today. You will choose a state from a list prepared by me and analyze implementation of the ACA in that state, including its adoption of federal programs and its innovation at the state level.

**Assignment Objectives**

1) Conduct research on ACA implementation in one state
2) Conduct research and report on the overall health and health care of that state, including how the ACA has, has not, or could impact populations in the most need
3) Identify action steps for state officials to take for further implementation

This assignment will help you translate concepts from the first half of the course into a concise brief detailing how health care reform has actually worked in a state.

4b) Policy Brief #2: ACA Comparison One Pager, 15%

Due April 2nd

This assignment will challenge you to critically think about your ACA brief. You will conduct a brief comparison of the three states, using your brief and two other states.

**Assignment Objectives**

1) Review ACA policy briefs and identify two states for comparison to your state. Look for states that differ from yours regarding at least one major aspect of ACA implementation, e.g. Medicaid expansion, adoption of major innovations
2) Compare and contrast your chosen states’ ACA implementation strategies
3) Synthesize results into a concise one-page brief discussing your findings
4) Identify at least one promising policy or practice you would recommend for implementation in one or more states, based on your findings

This assignment will challenge you to synthesize information concisely while critically analyzing health care policies and services across states.

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<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic/Theme</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>January 15</td>
<td>Introduction and Overview of the U.S. Health Care System Part I</td>
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<td>Introduction to Policy Advocacy</td>
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<td>January 22</td>
<td>Introduction and Overview of the U.S. Health Care System Part II</td>
<td>☐ Reading</td>
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<td>Health Care Financing</td>
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<td>January 29</td>
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<td>February 5</td>
<td>8 Steps in Policy Analysis</td>
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<td>February 19</td>
<td>Health Care Reform, continued</td>
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<td>Physical and Behavioral Health Care Delivery</td>
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<td>Governmental Health Care Delivery: Military &amp; Veterans, Jail &amp; Prison, Indian</td>
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<td>March 5</td>
<td>NO CLASS – SPRING BREAK</td>
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<td>Acute, Preventative &amp; Primary Care Issues, Structure &amp; Quality</td>
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<td>Maternal &amp; Child Health Care Issues, Policies &amp; Programs</td>
<td>Reading</td>
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<td>April 2</td>
<td>Chronic Disease Care Issues, Structure &amp; Quality</td>
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<td>Health Care Workforce Trends</td>
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<td>April 9</td>
<td>Disability Care Issues, Structures &amp; Quality</td>
<td>Reading</td>
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<td>Long-Term, Palliative &amp; End-of-Life Care Issues, Structure &amp; Quality</td>
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<td>Future of Health Care and Social Justice: Provider &amp; System Level Strategies</td>
<td>Reading</td>
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**APRIL 23 Wrap-Up**

- News Story Facilitation (for the date you chose)
- New Story Write-Up #1 for Facilitation Date____________
- News Story Write-Up #2 Date____________
- News Story Write-Up #3 Date____________

**SW 634 HEALTH CARE POLICIES AND SERVICES READING LIST 2018**

Readings and materials required for each day are listed here. You are responsible for coming to class prepared to discuss required materials in depth.

**REQUIRED TEXTBOOKS**


REQUIRED READINGS & MATERIALS

☐ No readings for the first day

January 22:  Introduction and Overview of the U.S. Health Care System Part II, Health Care Financing
☐ Askin & Moore 2014, Preface pgs xiii - xxi
☐ Askin & Moore 2014, Chapter 1 pgs 12-29 (systems & delivery)
☐ Askin & Moore 2014, Chapter 2 pgs 31-75 (insurance & economics)
☐ Shi & Singh 2015, Chapter 6, pgs 135-166 (health care financing)
☐ Shi & Singh 2015, Chapter 13, pgs 317-340 (health policy)

January 29:  Health Care Reform, Health Care Disparities

Health Care Reform
☐ Shi & Singh 2015, Appendix, pgs 363-366
☐ Hayes SL, Collins SR, Radley DC, McCarthy D, Beutel S, Kiszla J. The changing landscape of health care coverage and access comparing states’ progress in the ACA’s first year.  

Disparities

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

### February 5: Physical and Behavioral Health Care Delivery

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

### February 12: Practice Policy Analysis Process (In Class practice)

### February 19: Governmental Health Care Delivery, Government Role in Public Health, Social Determinants of Health & Policy

- Davis, Matthew; Kolb, Chris; Reynolds, Lawrence; Rothstein, Eric; and Sikkema, Ken. Flint Water Advisory Task Force Final Report. Published March 21, 2016. (read pp. 1-23, 53-62, and anything else that piques your interest)

### Jail & Prison (read ONE of these three)


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**Military & Veterans (read ONE of these two)**

  - Note: for this class, please read pgs 243-248 and 252-253 only

**February 26 Native American Health Care (read ONE of these three)**


**March 5 SPRING BREAK!!! Enjoy!**

**March 12 Comparative Analysis of Health Care Systems Internationally, Health Care Quality, Medical Technology & Pharmaceuticals**


- Askin & Moore 2014, Chapter 3, pgs 76-96

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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 19: 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 26: 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.

April 2: Chronic Disease Care Issues, Structure & Quality / Health Care Workforce Trends

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Chronic Disease Care


Health Care Workforce Trends

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


☐ Ricketts TC, Fraher EP. Reconfiguring health workforce policy so that education, training, and actual delivery of care are closely connected. *Health Affairs.* 2013;32(11):1874-1880.

April 9: Disability Care Issues, Structure & Quality

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

Disability


Long-Term Care

☐ Shi & Singh 2015, Chapter 10, pgs 245-268


End of Life Care

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

- Shi & Singh 2015, Chapter 14, pgs 341-361

April 23 WRAP-UP
SW 634 SYLLABUS AGREEMENT: WINTER 2018

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: ________________________________

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