Course Statement

a. Course description and content
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.

b. Course objectives and competencies
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.

c. Course design
This 3-credit course will draw on readings, podcasts, videos, class discussions, an in-class written mid-term and final paper. See Cavas course Page for details.

d. Curricular themes
1. Multiculturalism and Diversity issues will be integrated throughout the course and prominent in content and assignments related to health care disparities. The course will address a range of diversity dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), sex and sexual orientation, marital status, national origin, race, and religion or spirituality.
2. Social Justice and Social Change will be addressed throughout the course, including content on equity, quality and access, ethical issues in health care, and the role of social work in promoting social justice and social change in the health care system.
3. Promotion, Prevention, Treatment, and Rehabilitation will be addressed through content on the organization of health care services, allocation of resources, ethical issues in health care, 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.

e. Relationship to social work ethics and values
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.
f. Intensive focus on PODS
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.

Class Requirements

a. Text and class materials
Required text: Introduction to US Health Policy: The Organization, Financing, & Delivery of Health Care in America FOURTH EDITION by Donald Barr
ISBN-10: 9781421420721

The text should also be available in Shapiro Library.

Other readings and media (e.g., podcasts and/or videos) may also be required. These materials will be discussed in class. It is expected that students will complete all required readings and complete a 3 Step Reflection. Please see the Canvas course page for details.

b. Class schedule
Please see Canvas course calendar

c. Assignments (Please see below and the Canvas course page for details)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Points (out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Midterm Exam</td>
<td>2/25/19</td>
<td>25</td>
</tr>
<tr>
<td>3 Step Reflections</td>
<td>Each week the Friday Prior to Class</td>
<td>35</td>
</tr>
<tr>
<td>Final Paper</td>
<td>4/29/19</td>
<td>40</td>
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In-Class Midterm Exam: Approximately 20 essay questions will be given to the class two weeks prior to the midterm. Of the 20 questions 8-10 will be chosen for the test.

3 Step Reflection requirement:

- **Step One:** Read, listen to and/or watch what is assigned during a given week, then describe, using a few sentences, the three most important aspects (concepts, issues, facts, etc.) of the assigned reading and/or media.

- **Step Two:** Identify two aspects of the assigned that you don’t understand, and briefly discuss in a few sentences why these confusing aspects interfered with your general understanding of the reading. If you identify more than two confusing elements that’s fine, but you are limited to choosing two that you find most important (so feel free to list as many as you want but rank order/number them).

- **Step Three:** Pose one question to the source of the information you read, watched or listened to (i.e., the author, producer, etc.), the answer to which should go beyond the reading content and does not reflect the areas of confusion you describe in Step Two. The question reflects your knowledge, curiosity, and/or lived experience about the topic and reveals what you think are the implications or applications of the content.
Final Paper: Following the midterm students will choose a policy to evaluate and write a policy position paper. The policy must be approved by the professor prior to beginning to write the position paper. We will discuss in class how to write the position paper.

d. Attendance and class participation
Here is a link to the Policy on Class Attendance found in the MSW Student Guide (https://ssw.umich.edu/msw-student-guide/section/1.08.00/17/policy-on-class-attendance). This course is designed to support intellectual growth through participation in-class activities and through attention to videos from home or campus computers. Therefore, we hold you accountable for your learning through our attendance policy. Attendance will be taken at the beginning of class. Arriving more than 15 minutes late will count as an absence. One class may be missed for any reason without penalty. However, each subsequent absence, even for an illness, will result in the student needing to complete a make-up assignment to be determined by the professor. For this reason, please consider reserving your excused absence for when you really need it. The make-up assignment is not a punishment for an absence. Rather, it is a way to hold students to high standards for learning the material from this class. Students with more than 1 absence who do not make up the missed class will receive a one level (e.g. A to A-) reduction in the final grade, and each additional absence will reduce the final grade an additional level. Not watching a required course video is treated the same way as an absence.

e. Expectations for written work
Effective scholarship involves using multiple sources and synthesizing them rather than simply reporting what they say. I value good writing and understand how difficult it is. The quality of your writing will difference to grades on written work. If you would like to improve your writing, please use the following resources:

- School of Social Work Office of Career Services: ssw-cso@umich.edu.
- Sweetland Writing Center: 734-764-0429; http://www.lsa.umich.edu/sweetland/
- English Language Institute: http://www.lsa.umich.edu/eli

f. Grading
Here are links regarding grading:

- MSW Student Guide policies on Grades in Academic Courses and in Field Instruction
  - https://ssw.umich.edu/msw-student-guide/chapter/1.08/grades-in-academic-courses-and-in-field-instruction
- Student Grievance procedures
  - https://ssw.umich.edu/msw-student-guide/chapter/1.18/student-grievances
- Policy for grading in special circumstances
  - https://ssw.umich.edu/msw-student-guide/section/1.07.01/15/grades-for-special-circumstances

Redo policy: If you receive a B or below on your essay, you may choose to rewrite it. Please contact me to make arrangements for this and to obtain a new deadline.
If you receive a B or below on your midterm exam, you may write an extra essay (following the same guidelines as the essay assignment) to raise your grade by a half-step (e.g. B becomes a B+). Please contact me to make arrangements for this and to obtain a new deadline. Final exams cannot be redone or made up.

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

Final grades will be assigned using the following point scale:
A+ = 100 B+ = 87 - 89 C+ = 77 - 79 D = 63 - 69
A = 95 - 99 B = 83 - 86 C = 73 - 76 D- = 60 - 62
A- = 90 - 94 B- = 80 - 82 C- = 70 - 72 E = < 59

Criteria for letter grades:
A+, A, or A- Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. A+ will be a very rare grade. The difference between A and A- is based on the degree to which these skills are demonstrated.
B+ Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
B Mastery of subject content at level of expected competency – meets course expectations
B- Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
C or C- Demonstrates a minimal understanding of subject content. Significant areas need improvement in order to meet course requirements.
E Student has failed to demonstrate minimal understanding of subject content.

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