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. This 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/organization 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 issue, 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 the 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 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).
9. Discuss current ethical issues and controversies and apply ethical principles and
decision-making in health care. (Practice Behaviors 2.IP, 2.SPE, 2.CO, 2.MHS; 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 healthcare 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)

11. Discuss innovative approaches to improving health care access, quality, and delivery,
particularly addressed to eliminating health care inequities. (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; 9.IP,

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
U.S., 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. 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 of health services organization, resource allocation, ethical issues, 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.

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

Accommodations for students with disabilities

If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000 or go to https://ssw.umich.edu/student-life/services-for-students-with-disabilities. You may also contact Nyshourn Price at the SSW at (734) 936-0961.

Health and Wellness Services

Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. The School of Social work includes resources for students at the following webpage: https://ssw.umich.edu/student-life/health-safety.

Dependent Care Resources

For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (http://www.studentswithchildren.umich.edu). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI).

Religious Observances

Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

Student Code of Academic and Professional Conduct

All students should be familiar with the Student Code for Academic and Professional Conduct (https://ssw.umich.edu/msw-student-guide/chapter/1.11/standards-of-academic-and-professional-conduct). Unacceptable academic behavior refers to actions that are contrary to maintaining the highest standards in course work and includes cheating, plagiarism, falsification of data, aiding and abetting dishonesty and impairment. Any suspected misconduct will be discussed with the student and then reported to the Associate Dean for Academic Programs.
3. CLASS REQUIREMENTS

a. Text and class materials

Required Textbooks:


Both books are available for purchase and rent via online retailers, including the publisher, Amazon, and Barnes and Nobles. A limited number of copies are available at the bookstore, UM library, and our inter-library loan program. 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. At least one copy of each book will be available on reserve.

Required Weekly Readings

The course outline below lists required and supplemental readings and materials for your expected use and inclusion in course assignments.

Laptop Policy

Laptops may be used for legitimate classroom purposes only, such as taking notes or looking up readings on Canvas. Email, Facebook, instant messaging, online shopping, surfing the Internet, and playing games are not considered legitimate classroom purposes. Such use is distracting to those seated around you, and if I see you using your computer for these purposes, I may ask you to turn off your computer and take notes by hand.
### b. Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>40</td>
<td>ongoing</td>
<td>20%</td>
</tr>
<tr>
<td>News Analysis</td>
<td>20</td>
<td>Fri, January 31 (9am)</td>
<td>10%</td>
</tr>
<tr>
<td>Candidate Policy Comparison</td>
<td>20</td>
<td>Fri, Feb 21 (9am)</td>
<td>10%</td>
</tr>
<tr>
<td>Experiential “Policy-In-Action”</td>
<td>20</td>
<td>Fri, March 27 (9am)</td>
<td>10%</td>
</tr>
<tr>
<td>Policy Analysis</td>
<td>100</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td><strong>Policy Brief</strong></td>
<td>• 40 points</td>
<td>Fri, April 3 (9am)</td>
<td>• 40%</td>
</tr>
<tr>
<td><strong>Policy Brief Summary</strong></td>
<td>• 30 points</td>
<td>Fri, April 17 (9am)</td>
<td>• 30%</td>
</tr>
<tr>
<td><strong>Policy Brief Presentation</strong></td>
<td>• 20 points</td>
<td>various</td>
<td>• 20%</td>
</tr>
<tr>
<td><strong>Policy Brief-in-Action</strong></td>
<td>• 10 points</td>
<td>Mon, April 20 (9am)</td>
<td>• 10%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Attendance / Participation / Survey (20%)**

Both attendance and active, purposeful, and high quality participation in class discussion and activities are critical for the successful completion of this course. As a reflection of this importance, 20% of the final grade will consist of course engagement according to the rubric below. We will take attendance at the beginning of each class. If you are unable to make class or need to arrive late, please email the instructor prior to class. If you miss class, you also miss opportunities to learn and engage with your classmates and further analyze and discuss class concepts and themes. While life circumstances may arise that may require you to miss a class, it is important to communicate with the instructor when that happens. The following rubric will be used to assess participation:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points (40 max)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of participation in class</td>
<td>Student initiates contributions more than once in each class. Quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute. Student does not comment overzealously or to the exclusion of other learners.</td>
<td>10</td>
</tr>
<tr>
<td>Quality of comments</td>
<td>Comments are insightful &amp; constructive. Student uses respectful terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions, and specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.</td>
<td>20</td>
</tr>
<tr>
<td>Listening skills</td>
<td>Student listens attentively when others present and contributes comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

* Modified from the Eberly Center for Teaching Excellence
News Analysis: **Due: Friday, January 31 (9am)** (10%)

Students will choose an issue regarding health care services / policy and analyze three articles from news sources from different partisan perspectives on that issue: left, right, center (See e.g., What News Sources Are Left-Leaning, Centrist, or Right-Leaning?: https://guides.lib.umich.edu/c.php?g=637508&p=4462444). In a 500-word paper, students will assess the strengths and weaknesses of each article and provide an overall assessment of the issue based on the articles and subsequent research/fact-checking.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of 3 Articles</td>
<td>The paper accurately summarizes the strengths and weaknesses of the three articles with brevity. Ideas, evidence, and conclusions are accurately, fairly, and eloquently represented. It shows a firm understanding of the implications of each article’s argument(s).</td>
<td>8</td>
</tr>
<tr>
<td>Argument</td>
<td>The paper explores the topic in a thoughtful and/or original way. It uses additional research and fact-checking to make a convincing and/or personalized argument regarding the topic.</td>
<td>8</td>
</tr>
<tr>
<td>Clarity and Presentation</td>
<td>The paper consistently uses precise and unambiguous wording. It has minimal use of quotations and virtually no spelling or grammatical errors. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1” margins) and properly uses citations.</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Candidate Policy Comparison: **Due Friday, February 21 (9am)** (10%)

Given that it is primary season, many political candidates are presenting healthcare-related policy positions as they vie for votes. For this assignment, students will choose an issue / topic of interest regarding health care services and policy (different from the News Analysis). In a 500-word paper, students will compare how various political candidates discuss this issue and present their own argument about the topic that links to class materials and incorporates additional research as needed.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Candidates’ Positions</td>
<td>The paper accurately compares and contrasts the candidates’ positions with brevity. Ideas, evidence, and conclusions are accurately, fairly, and eloquently represented. It shows a firm understanding of the implications of each article’s argument(s).</td>
<td>8</td>
</tr>
<tr>
<td>Argument</td>
<td>The paper explores the topic in a thoughtful and/or original way. It uses additional research and fact-checking to make a convincing and/or personalized argument regarding the topic.</td>
<td>8</td>
</tr>
<tr>
<td>Clarity and Presentation</td>
<td>The paper consistently uses precise and unambiguous wording. It has minimal use of quotations and virtually no spelling or grammatical errors. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1” margins) and properly uses citations.</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
Experiential Summary: Due: Friday, March 27 (9am) (10%) 

While policy often invokes a macro perspective, policy emerges from many places. Front-line healthcare workers create and interpret policies through day-to-day interactions on-the-ground (micro-level), and healthcare organizations develop and interpret policies at an agency level (mezzo-level). Healthcare consumers, workers, and other stakeholders also advocate for policies in both traditional and nontraditional ways. This assignment allows students to participate in policy-in-action through an experiential activity. In lieu of attending class one week (March 23), students will spend that time participating in an event that constitutes "policy-in-action." Students will learn more about “policy-in-action” through this course. Students can choose one of two options for this assignment: (1) Attend an event (a least an hour long) that engages stakeholders on a particular healthcare policy / service topic; (2) write a public comment for a proposed administrative regulation; (3) write a letter to a political leader on a healthcare service or policy issue; or (4) propose another "policy-in-action" option. Students will subsequently produce a 500-word paper that summarizes the policy-in-action event, analyzes its application with course materials, and applies it to social work practice. The instructor will provide more details for this assignment throughout the course.

Policy Analysis: (50%) 

The policy analysis assignment is the final assignment for the class and has four components: (1) policy brief; (2) one-page summary; (3) class presentation; and (4) policy-in-action activity. Each component has different due dates. The instructor will provide more details for each component throughout the course.

(1) Policy Brief (40% of assignment) (20% of total grade) 
Due: Friday, April 3 (9am)

(2) Policy Brief Summary (30% of assignment) (15% of total grade) 
Due: Friday, April 17 (9am)

(3) Policy Brief Presentation (20% of assignment) (10% of total grade) 
Due Dates Vary

(4) Policy Brief-in-Action (10% of assignment) (5% of total grade) 
Due: Monday, April 20 (9am)

Late Assignments

Except in case of extended emergencies, late assignments will not be accepted without penalty. Late assignments will be assessed a 10% point reduction (e.g. assignment worth 20 points will receive 2-point deduction after grading).
c. Class schedule

January 13: Introduction & Overview of the U.S. Health Care System I; Social Work Policy, Practice, and Research


[IN CLASS]

January 20: Equity and Justice for U.S. Health Care Policy and Delivery [NO CLASS]

- In lieu of class, I encourage students to select and attend one Martin Luther King, Jr. Symposium event. Students will earn 1 point extra credit if they submit a 1-page summary of the event, including how it relates to U.S. health care policy and services.

Supplemental Reading


January 27: Overview of U.S. Health Care System II

- Askin & Moore, Preface
- Askin & Moore (Chapter 1): Health Care Systems and Delivery
- Shi & Singh (Chapter 1): Major Characteristics of U.S. Health Care Delivery
- Shi & Singh (Chapter 2): Foundations of U.S. Health Care Delivery

February 3: Health Care Financing and Insurance; Policy Analysis Overview

- Askin & Moore (Chapter 2): Insurance and Economics
- Shi & Singh (Chapter 6): Financing and Reimbursement Methods
- Shi & Singh (Chapter 13): Health Policy
February 10: Health Care Policy Reform; Disparities and Social Determinants of Health

- Askin & Moore (Chapter 5): Policy and Reform

February 17: Health Care Quality and Access

- Shi & Singh (Chapter 12): Cost, Access, and Quality

February 24: Hospitals and Systems; Medical Technology and Pharmaceuticals

- Shi & Singh (Chapter 8): Hospitals
- Shi & Singh (Chapter 9): Managed Care and Integrated Systems
- Shi & Singh (Chapter 5): Technology and Its Effects

March 2: NO CLASS: Winter Break

March 9: Acute, Preventative, and Primary Care Issues, Structure, and Quality of Care; Evidence-Based Models of Care

- Shi & Singh (Chapter 7): Outpatient Services and Primary Care

March 16: Populations with Special Health Needs

- Shi & Singh (Chapter 11): Populations with Special Needs
And Select **ONE** of the following readings on a topic of your interest or locate one that relates to your interests

**People with HIV/AIDS**

**Immigrant Populations**
- National Academies of 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.

**People in Prison**

**Military & Veterans**

**Native American Health Care**
March 23: EXPERIENTIAL CLASS
• Do not meet during class time. Instead use this time to attend your experiential “policy-in-action” event and write the subsequent policy-in-action paper.

March 30: Maternal and Child Health Care Issues, Policies, and Programs

April 6: Chronic Disease Management; Quality Care Indicators

Supplemental Reading
• Davy et al. (2015). Factors influencing the implementation of chronic care models: A systematic literature review. *BMC Family Practice, 16*(102), 1-12.

April 13: Disability Care Issues, Structures and Quality; Long-Term Care; Palliative Care; and End-of-Life Issues, Structure, and Quality of Care
• Shi & Singh (Chapter 10): Long-Term Care Services
• Institute of Medicine (2014). Dying in America: Improving Quality and Honoring Individual Preferences Near the End of Life.

April 20: Future of Health Care and Social Justice: Provider and System-Level Strategies
• Shi & Singh (Chapter 14): The Future of Health Services Delivery
d. Grading

Course Grades

The University of Michigan, School of Social Work, Master’s Program grades on a 9.0 grading scale, which translates to the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9.0</td>
</tr>
<tr>
<td>A</td>
<td>8.0</td>
</tr>
<tr>
<td>A-</td>
<td>7.0</td>
</tr>
<tr>
<td>B+</td>
<td>6.0</td>
</tr>
<tr>
<td>B</td>
<td>5.0</td>
</tr>
<tr>
<td>B-</td>
<td>4.0</td>
</tr>
<tr>
<td>C+</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.0</td>
</tr>
<tr>
<td>D</td>
<td>0.0</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Letter grades from “A” through “E” are given for class performance. “A” grades are given for exceptional individual performance and mastery of the material. The use of “A+”, “A”, and “A-“ distinguishes the degree of superiority. “B” grades are given to students who demonstrate mastery of the material. “B+” is used for students who perform just above the mastery level but not in an exceptional manner. “B-“ is used for students just below the mastery level. “C” grades are given when mastery of the material is minimal. A “C-“ is the lowest grade that carries credit. “D” grades indicate deficiency and carry no credit. “E” grades indicate failure and carry no credit.

Grading Scale (by percentage)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
</tr>
<tr>
<td>93-96</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
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<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
</tbody>
</table>

Grade Contestation

I strongly discourage grade grubbing of any kind of your papers. Grade grubbing is defined as begging, pleading, arguing, bribing, crying, or in any way asking for a higher grade. Instead, I encourage you to discuss why you lost points and what you can do to improve for the future.

If, however, you feel strongly that you have a valid dispute about a grade on an assignment, you should submit a statement in writing explaining the mistake you think has been made and what alternate grade you suggest. Make an appointment with your instructor to discuss the grade in person. Note that re-reading an assignment submission can result in either a lower or a higher grade and that this grade will be final.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings / Media</th>
<th>DUE By 9am</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Jan 27</td>
<td>Overview of US Health Care System II; Comparative Systems</td>
<td>Askin &amp; Moore (Preface, Chap 1) Shi &amp; Singh (Chapters 1, 2) Fri, Jan 31: News Analysis</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 3</td>
<td>Health Care Financing and Insurance; Policy Analysis</td>
<td>Askin &amp; Moore (Chap 3) Shi &amp; Singh (Chapters 6, 13)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 24</td>
<td>Hospitals and Systems; Medical Technology and Pharmaceuticals</td>
<td>Shi &amp; Singh (Chapters 5, 8, 9)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>March 2</td>
<td>NO CLASS – Winter Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>March 9</td>
<td>Acute, Preventative, and Primary Care; Evidence-Based Models of Care</td>
<td>Shi &amp; Singh (Chap 7) Fraser et al. (2018) de Saxe Zerden et al. (2019)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>March 16</td>
<td>Populations with Special Health Needs Meet in ECC</td>
<td>Shi &amp; Singh (Chap 11) IOM (2011) Turan et al. (2019)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>March 23</td>
<td>EXPERIENTIAL CLASS (Not meet during class time) Attend event***</td>
<td></td>
<td>Fri, March 27: Experiential Policy-In-Action</td>
</tr>
<tr>
<td>13</td>
<td>April 6</td>
<td>Chronic Disease Management; Quality Care Indicators</td>
<td>Zebrack et al. (2012) Bodenheimer (2003)</td>
<td></td>
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