1. Course Description:
This course will examine the strengths and limitations of the current U.S. health care system with selective comparison to international systems and highlight the various roles that social workers perform. This course will focus on the organization of services (i.e., public health and prevention/promotion services, primary care, hospitals, and long-term care). 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, cost containment, managed care, fee-for-service, single payer plans, and employment linked health insurance. Vertical and horizontal integration of systems of care, access to care, utilization, and quality of care will be covered. This course will also explore health care for the underserved, alternative and complementary medicine and services, and health workplace issues, such as maldistribution, surplus of specialists, multi-skilling, underrepresentation of minorities, gender and race hierarchies, etc. Also, the impact of technology and especially information technology on health care will be reviewed.

2. Course Content:
This course will provide students with an overview of the organization and financing of health care in the U.S., including the leading types of organizations providing health care services, how much money is spent on health care, public outlays versus private health care expenditures, how health care providers are paid, and the determinants of rising costs. Cost-containment efforts will be reviewed, and students will analyze the impact of various cost-control efforts, with a special emphasis on the implications of the trend to corporate, for-profit medicine on equity, access, and quality of care. Federal, state, and local government roles and functions in health care will be addressed, and the U.S. system will be compared with the Canadian and other health care systems. The political economy of health care and its impact on health services across the life span will be examined. The structure, functions, and relationships of the health work force will be analyzed, with special attention to issues of race and gender. The roles, status, and future of social work will be addressed.
Multicultural issues in health care will be a major focus of this course, and students will analyze the cultural competence of the U.S. health care system in terms of programs, policies, and providers and will learn to identify areas and strategies for reform. The role of social work in promoting social justice in health care will be addressed.

3. Course Objectives:
Upon completion of the course, students will be able to:

1. Describe the evolution, organization, and distribution of health services in the U.S., including gaps and excesses, and inequities in access and quality of care.
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 and their impact on equity and access.
4. Discuss the contributions and limitations of alternative and complementary medicine and health services.
5. Discuss current health work force issues, including maldistribution, hyperspecialization, skill mix, and race and gender hierarchies.
6. Describe the role of technology, including technology assessment and information and communications technology.
7. Discuss current ethical issues and controversies and apply ethical principles and decision-making in health care.
8. Describe the history, roles, functions, and future of social work in health care.

4. Relationship of the Course to Four Curricular Themes:

- *Multiculturalism and Diversity* issues will be integrated throughout the course and will be prominent in the content related to cultural competence in health care programs, policies, and the contributions and limitations of alternative and complementary medicine and health services.
- *Social Justice and Social Change* will be addressed through 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.
- *Promotion, Prevention, Treatment, and Rehabilitation* will be addressed in content on the organization of health services, cost containment, allocation of resources, and ethical issues in health care.
- *Behavioral and Social Science Research* will be presented throughout the course and will include findings from medical sociology, political science, health care economics, health psychology, and medical anthropology.

5. Relationship of the Course to Social Work Ethics and Values:
This course will examine current ethical issues and controversies in health care. Students will analyze these topics and apply ethical principles and decision-making to issues such as: the principles of autonomy, professional beneficence, professional autonomy, and societal risk and benefit; resource allocation; the public’s health vs. private rights; informed consent and
confidentiality; use of life-support technology; assisted suicide; genetic technology; population control; abortion; environmental justice; right to care; organ procurement; and cultural and religious issues.

6. Course Requirements

Attendance
You are expected to attend and to be prepared to take part in each class session. Attendance is important for you to keep up with course work. Missing three classes will reduce your final grade one half grade (e.g. an A will be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. As adult learners, I expect you to make appropriate decisions about attending class. Please notify me as soon as possible if you must miss a class. It is your responsibility to get materials, handouts, or class notes from your classmates if you are unable to be in class. Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on. I will leave handouts by the door of the classroom so you may pick them up when you enter.

Assignments
There are three assignments for this class. The specific instructions for each are attached to the end of this syllabus and available on CTools.

Policy Briefing Paper: This two part assignment requires that you examine a health public policy and to make recommendations to your Congressperson regarding that policy. The first part of the assignment is due on February 22, 2005 and is worth 10% of your grade. The second part of the paper is due on April 5, 2005, and is worth 30% of your grade.

Group Policy Presentations: On the first day of class, we will identify several important health policy issues and break into groups of 5 or 6 members. Each group will be assigned one issue for a class presentation during the weeks of March 29 through April 12. Directions for the presentation content and group evaluation forms are attached to the end of the syllabus and available on CTools. In each class session through March 22, the groups will have time to plan their presentations. The presentation and accompanying materials will be worth 40% of your grade.

Annotated Bibliography: Each week, read a newspaper or professional journal article that discusses a health policy. Develop an annotated bibliography of the articles. I will collect these bibliographies three times during the term on February 8, March 15 and April 19. This assignment is worth 20% of your grade.

Format of papers
All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA* for your papers, including proper headings and citations.

I grade all papers for my classes anonymously. You may submit your assignments in hard copy, via e-mail or on a disk. If you give me an electronic copy, it must be submitted in PC format, and preferably using MSWord. (I cannot read Mac disks.) Do not put your name your submissions. If you submit an electronic file, save it with your student ID as the document title. On all papers,

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use your student ID as a running head. Do not put your name on your papers.

General Expectations for Written Work
I fully expect that in all written work that students will adhere to the following NASW editorial policy:

In the interest of accurate and unbiased communication, the NASW publications program subscribes 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, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (Health and Social Work, 11:3, Summer 1986.)

Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers or journal entries which are completed for another course are not acceptable and will be assigned 0 points. At the end of this syllabus, you will find The School of Social Work’s policy statement regarding academic misconduct. Please read the statement and make certain that you understand its content.

All assignments are due on or before the dates specified. I assign incomplete grades only through negotiation that must occur before the paper’s due date. Unless an extension contract has been arranged between a student and me, any assignment that is not completed on the due dates will be assigned 0 points.

Grading
Each assignment will be given a letter grade. The criteria for each grade are as follows:

A or A- 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.

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 needing improvement to meet course requirements.

E Student has failed to demonstrate minimal understanding of subject content.

In assigning grades on papers, I take into consideration both content and format. Though content is more heavily weighed, format, and presentation are also important. Failure to follow APA guidelines for referencing and for headings will result in a lower grade.

For assistance with writing or plagiarism questions, you may go to the UM Sweetland Writing Workshop, 1139 Angell Hall, (734) 764-0429. You can learn more about the workshops at
http://www.lsa.umich.edu/swc/new MainMenu.html. In addition, the Office of Students Services has hired writing mentors to provide writing assistance to international students.

I suggest that you 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.

Course grades will be based on the following:

- Policy briefing, Part 1: 10 points; Part 2: 30 points.
- Debate presentation and accompanying materials, 40 points
- Annotated bibliography. 20 points

Final grades will be assigned with the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99 - 100</td>
</tr>
<tr>
<td>A</td>
<td>95 - 98</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94</td>
</tr>
<tr>
<td>B+</td>
<td>86 - 89</td>
</tr>
<tr>
<td>B</td>
<td>82 - 85</td>
</tr>
<tr>
<td>B-</td>
<td>78 - 81</td>
</tr>
<tr>
<td>C+</td>
<td>74 - 77</td>
</tr>
<tr>
<td>C</td>
<td>70 - 73</td>
</tr>
<tr>
<td>C-</td>
<td>66 - 69</td>
</tr>
</tbody>
</table>

I will take into account class participation, attendance, tardiness and/or preparation for class when making final grade assignments.
7. Course resources:

Required texts:


Recommended texts:


Ctools:
The CTools web site includes: this syllabus; detailed assignment information and, useful links, any additional reading assignments not currently listed on the written syllabus. Announcements related to the class will also be posted as needed. A discussion section has been activated for this class. You may use it to post ideas about health policy, to ask questions of me and of your classmates, or to otherwise engage in class related discussion. Finally, I have set up a live-chat in CTools. I will be available on the chat during my office hours.

8. Course schedule:

The Course Schedule that follows is tentative and is subject to change. All changes will be announced in class, and on CTools. They will be made far enough in advance so that you will have sufficient time to make adjustments in your reading and assignments. Additional reading assignments may be given in class, as well as on CTools.

<table>
<thead>
<tr>
<th>Session and Date</th>
<th>Content</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – January 11</td>
<td>Introductions and class overview A brief (ungraded) writing assignment followed by discussion. Concepts of Health Context of Policymaking</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>2 – January 18</td>
<td>Overview of Major U.S. Health Policies – Medicare (before new bill), Medicaid, SCHIP</td>
<td>Class discussion of PODS concepts relating to U.S. health policy, Submit the policy that you will use for your assignment.</td>
</tr>
<tr>
<td>5 – February 8</td>
<td>Health Care Organization</td>
<td>B-G Ch. 6-7 and 17, pp. 46-68 &amp; pp. 176-186. Annotated Bibliography, part 1 due</td>
</tr>
<tr>
<td>6 – February 15</td>
<td>Cost Controls</td>
<td>B-G Ch. 8-9 and 13, pp. 69-92 &amp; 129-142</td>
</tr>
<tr>
<td>March 1</td>
<td>No Class – Winter Break</td>
<td></td>
</tr>
<tr>
<td>8 – March 8</td>
<td>States and health coverage</td>
<td>HWW Chs. 3-4, pp. 59-144</td>
</tr>
<tr>
<td>9 – March 15</td>
<td>Medicaid &amp; SCHIP</td>
<td>HWW Chs. 6,7 &amp;9 pp. 179-248 &amp; 293- 324 Annotated Bibliography, part 2 due</td>
</tr>
<tr>
<td>11 – March 29</td>
<td>Policy presentations 1 &amp; 2</td>
<td>HWW Ch. 10, pp. 325-360.</td>
</tr>
<tr>
<td>12 – April 5</td>
<td>Policy presentations 3 &amp; 4</td>
<td>HWW Ch. 11, pp. 361 - 398 Policy Brief Part 2 due</td>
</tr>
<tr>
<td>13 – April 12</td>
<td>Policy presentations 5 &amp; 6</td>
<td>HWW Ch. 12 pp 399-418</td>
</tr>
<tr>
<td>14 – April 19</td>
<td>Concluding discussion. The future</td>
<td>Annotated Bibliography, part 3</td>
</tr>
</tbody>
</table>
of US Health Care due.
9. Housekeeping

Electronic Devices
In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class. This is your time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office knows that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

Special Circumstances
If you feel that you may need an accommodation for any sort of disability, please make an appointment to see me during my office hours.

Religious Observances
Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements.

9. Additional Materials: the following journals may serve as useful references for you in your research for your assignments.
10.
American Journal of Public Health
Ethnicity and Disease
Health Affairs
Health and Social Policy
Health and Social Work
International Journal of Health Services
Journal of the American Medical Association
Journal of Health Care for the Poor and Underserved
Journal of Health Politics, Policy and Law
Journal of Public Health Policy
Medical Care
New England Journal of Medicine
Social Science and Medicine
Social Work in Health Care
Women and Health
11. Academic Integrity

On pages 18-19 of the 2003-2004 Student Guide, you will find the following:

I. Definitions of Unacceptable Academic Behavior

A. Cheating: Is an act of fraud or deception by which the offender gains or attempts to gain benefit from the School or its constituents, e.g. faculty, students, administration, field instruction. Examples of this offense include, but are not limited to the following:
   1. Lying about the performance of academic work; obtaining a copy of an examination before it is officially available or learning an examination question before it is officially available;
   2. Lying about circumstances presented as an excuse from examinations or other academic work;
   3. Submitting the work one has done for one class or project to another class or project without obtaining the informed permission of the second instructor;
   4. Misappropriating another student's work;
   5. Allowing another person to do all or part of one's work and to submit the work under one's own name;
   6. Receiving and rendering unauthorized assistance on an examination or other paper offered for credit; using unauthorized notes, study aids and/or information from another person on an examination or paper;
   7. Misrepresenting financial affairs or the status of family relationships for the purpose of securing financial aid, residency or some other benefit from the University;
   8. Misrepresenting any information required by or offered to the Admissions Office;
   9. Plagiarism (see below).

B. Plagiarism: Using or otherwise taking credit for someone else's work or ideas, using the language of another without full and proper quotation or source citation or implicitly presenting the appropriated words or ideas of another as one's own (also see section IV. H.1.).