



Social Work 636

Policy in the Health Care Sector

3 Units

Great things are not done by impulse, but by a series of small things brought together. — Vincent Van Gogh

Fall 2015

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Office: OCAC 110
Course day/time: Tuesdays at 8 am
Course location: Classroom C

I. COURSE PREREQUISITES

SOWK 535

II. CATALOGUE DESCRIPTION

Analysis of behavioral, practice and research considerations in addressing a range of health problems and the policy-making process. Required for students in Health Settings concentration.

III. COURSE DESCRIPTION

Historical perspectives are drawn from SOWK 533 to understand the evolution of health care policy in the United States, including cultural, political, and economic factors. The course analyzes how specific vulnerable and stigmatized populations encounter barriers in securing effective health care services. It analyzes the marked growth in funding of health care by the federal government as well as budget crises and cuts associated with health care in recent decades.

SOWK 636 draws upon materials germane to policy analysis in SOWK 535, where such topics as policy options, policy criteria, trade-offs, and policy proposals were introduced. These topics are treated in

greater depth in SOWK 636 than in SOWK 535, as well as key federal and state policies, methods of obtaining data and research needed to develop policy proposals.

SOWK 636 analyzes policy proposals that draw upon behavioral, practice, and research considerations to address health problems of large populations and subgroups within populations. SOWK 636 draws upon administrative and community concepts in its critical discussion of managed care plans and outreach strategies that make health care services more accessible to specific populations. Policy proposals in SOWK 636, as well as discussion of an array of substantive topics, draw heavily upon research findings and data.

SOWK 636 analyzes select crossover topics in conjunction with the SOWK 631 practice class, with emphasis on discussions of how clinical social workers in health care settings can both provide leadership in policy advocacy and participate in the policy-making process in organizational, community, and legislative settings.

IV. COURSE OBJECTIVES

The Policy in the Health Care Sector course (SOWK 636) will:

Objective #	Objectives
1	Teach students how to conduct social work practice in accordance with public law and values-ethics of the NASW code of ethics.
2	Promote students' ability to use and expand evidence-based social work knowledge to demonstrate evidence of leadership in professional practice to inform and evaluate policy, practice, and service-delivery systems.
3	Facilitate utilization of conceptual and analytic reasoning skills to serve vulnerable populations and advance social and economic justice.
4	Demonstrate the ability to understand diversity in complex urban environments and to practice effectively with a broad range of individuals, families, and groups.
5	Help enable students to work effectively within national and global contexts using Southern California, the Los Angeles region, and the Pacific Rim as a basis for study and action.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

A seminar format will be used in this class that asks students to participate in classroom discussion and presentations at multiple points during the semester while still giving the instructor a central role in presenting information, leading discussion, and promoting critical analysis.

This seminar will use a student-centered learning approach. Students will select by the second week a general area of interest. For most of them, this area will be one of the topics listed as a bold-faced heading on the syllabus for each week of the class. (Some students can select a general area of interest not listed on the syllabus with permission of the instructor by the second week of class: An example could be a public health issue in another nation.)

In an effort for students to bridge practice with policy Crossover content (readings) will occur between the practice (SOWK 631) and policy (SOWK 636) course in select units. Students will work in small groups on both an analysis paper and a policy proposal that focuses on either a policy issue or problem in the health care system using the Six-step Policy Analysis framework presented by Jansson (2011). Students will prepare and present a policy brief on a health related issue.

Students are encouraged to attend policy meetings at their field placements and to provide brief oral reports to the class summarizing the policy meeting they attend and how it informs policy advocacy and/or policy practice.

Student Learning Outcomes

Student learning for this course relates to one or more of the following ten social work core competencies:

	Social Work Core Competencies	SOWK 636	Course Objective
1	Professional Identity		
2	Ethical Practice		
3	Critical Thinking		
4	Diversity in Practice	*	2 & 4
5	Human Rights & Justice	*	1
6	Research Based Practice		
7	Human Behavior		
8	Policy Practice	*	3, 4, & 5
9	Practice Contexts		
10	Engage, Assess, Intervene, Evaluate		

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. 	<ol style="list-style-type: none"> Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. Recognize and communicate understanding of the importance of difference in shaping life experiences. 	<p>All Assignments</p>

<p>Human Rights & Justice—Advance human rights and social and economic justice.</p> <p>Social workers competent in Human Rights & Justice:</p> <ul style="list-style-type: none"> Acknowledge that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. 	3. Understand the forms and mechanisms of oppression and discrimination.	All Assignments
	4. Advocate for human rights and social and economic justice.	
	5. Engage in practices that advance social and economic justice.	Assignment 2 and 4

<p>Policy Practice—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>Social workers competent in Policy Practice:</p> <ul style="list-style-type: none"> Understand that policy affects service delivery, and they actively engage in policy practice. Know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. 	6. Analyze, formulate, and advocate for policies that advance social well-being.	All Assignments Participation
	7. Collaborate with colleagues and clients for effective policy action.	All Assignments
	8.	

VI. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Policy Issue Brief	Unit 6	30%
Assignment 2: Policy Analysis	Unit 10	30%
Assignment 3: Group Presentation	Unit 15	5%
Assignment 4: Proposal Development & Defense	Finals week- TBA	25%
Class Participation	Ongoing	10%

Each of the major assignments is described below. **Role of recommended readings and websites: Students are expected to draw from relevant required and recommended resources in completing assignments.**

Assignment 1: Policy Issue Brief (30% of grade)

Instructions: Select a controversial health-related issue affecting a vulnerable or stigmatized population

- 1) Identify and describe either a health disparity, issue related to health care access, prevention, or quality; or a controversial health-related issue affecting a vulnerable or stigmatized
- 2) Describe how widespread the issue is (prevalence, incidence)
- 3) State explicitly where policy advocacy should occur to address the issue: at the *organizational and community or legislative levels (county, state, federal)* AND provide a rationale for why policy advocacy should occur at the levels you select,
- 4) Identify different *stakeholder* perspectives on the issue,
- 5) Make a case for a specific policy advocacy strategy or action(s) to address the issue/advocate for policy change at the community or legislative level (refer to Jansson, 2011, *Becoming an effective policy advocate*, SOWK 535 text: chapters included in Part 5 Advocating for Change pp. 337-483),
- 6) Suggest a policy advocacy strategy to address the issue at the organizational level (refer to Jansson (2011), *Improving healthcare through advocacy, Chapter 13: Using policy advocacy to embed advocacy in healthcare organizations*),
- 7) Suggest *evidence-based interventions social workers can use in healthcare organizations* to address the issue, and
- 8) Identify *appropriate technological resources* that can inform social work strategies/interventions.

This assignment includes both a paper and presentation. The paper will be 7-8 pages in length and include a minimum of 7 references. This is an individual student assignment.

Paper Due: Unit 6

Individual Presentations: Units 4-14

Assignment 2: Policy Analysis (30% of Course Grade)

This is a 9-11 page group policy analysis paper that focuses on either a policy issue or problem in the health care system. The first 3 steps of the six-step policy analysis framework presented by Jansson (2011) will be used for this policy analysis: 1-Familiarize oneself with a specific social problem or issue, 2-Identify an array of relevant options, 3-Compare the relative merits of competing options. This is a group assignment of 2-3 students.

Due: Unit 10

This assignment relates to student learning outcomes 1-7.

Assignment 3: Stakeholder and SOWK636 Peer Audience: Group Presentation (5% of Course Grade)

The Group Presentation will be based on the policy analysis from assignment 2 and the policy proposal and defense from assignment 4. Students will give a full presentation that includes: a brief description of the health policy issue or problem, options to date for addressing the problem, their analysis of the merits of the competing options, their proposal to address the problem, and key supporters or funders for their proposal. Students will also summarize their experience in presenting their policy to a key stakeholder/group/audience and the responses/feedback of the stakeholder/group/audience.

Presentations will be 13-15 minutes in length. **STUDENTS ARE ENCOURAGED TO USE DIGITAL MEDIA TO RECORD THEIR PRESENTATIONS (for example, YouTube), SO THEY ARE AVAILABLE FOR A WIDER AUDIENCE.**

Due: Unit 15

This assignment relates to student learning outcomes 1-7.

Assignment 4: Policy Proposal Development & Defense (25% of Course Grade)

This assignment builds on the policy analysis in assignment #2. This is a 7-9 page paper focusing on the same policy issue or problem in the health care system used in assignment #2 for the policy analysis. For this assignment your group will develop and defend a policy proposal using the last 3 steps of the six-step policy analysis framework presented by Jansson (2011): 4-Drafting proposals, 5-Seeking supporters or funders of specific proposals, and 6-Making key presentations. This is a group assignment of 2-3 students.

Due: Finals week- TBA (upload to turnitin.com)

***This assignment relates to student learning outcomes 1-7.* Class Participation (10% of Course Grade)**

Class participation will include students' participation in class and small group discussions weekly, brief in class presentation, critical analysis of specific policy problems or issues that affect varying populations in health care settings and suggestions for the role of social workers as advocates.

Grading

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment. To earn at least a B, students must incorporate relevant required and recommended readings.

A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

A grade of C would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbook

Jansson, B. (2011). *Improving healthcare through advocacy: A guide for health and helping professionals*. Hoboken, NJ: Wiley. (pp. 253-296).

Required Chapters from Textbooks

Jansson, B. S. (2011). Analyzing problems in the first step of policy analysis. In B.S. Jansson. *Becoming an effective policy advocate: From policy practice to social justice* (6th ed.). Belmont, CA: Brooks-Cole. (pp. 214-254).

Jansson, B. S. (2011). Developing policy proposals in the second, third, and fourth steps of policy analysis. In B.S. Jansson. *Becoming an effective policy advocate: From policy practice to social justice* (6th ed.). Belmont, CA: Brooks-Cole. (pp. 256-289).

Jansson, B. S. (2011). Presenting and defending policy proposals in the fifth and sixth steps of policy analysis. In B.S. Jansson. *Becoming an effective policy advocate: From policy practice to social justice* (6th ed.). Belmont, CA: Brooks-Cole. (pp. 290-336).

Note: Readings on contemporary issues in American health care will be assigned for each class session drawn from journals and other sources. They will be available on *ARES*. **Additional readings may be assigned.**

Required Internet Resources [consult for all assignments]

Policy resources at USC for Social Work

The Social Work Library Guide has links to healthcare-related demographic and statistics websites; it also has a list of a number of policy databases that can help you find, interpret, and analyze healthcare policies. Do not hesitate to contact the social work librarians M. Vicedo (vicedo@usc.edu) or R. Halpern (halpern@usc.edu).

Please click on this link to access a brief tutorial on searching for policy relevant materials. To the right are websites specific to policy resources.

<http://libguides.usc.edu/content.php?pid=26798&sid=4617134>

Social Work Policy Institute <http://www.socialworkpolicy.org/>

Frameworks Institute <http://www.frameworksinstitute.org/> [see Issues and Frameblog]

Recommended Internet Resources

101 greatest sites for social workers. Retrieved from <http://mswonlineprograms.org/great-sites/>

[Your policy issue may be a priority for one of the organizations listed]

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Recommended Websites

Purdue Owl Online Writing Lab. (n.d.). *APA changes* (6th ed.). Retrieved from <http://owl.english.purdue.edu/owl/resource/560/24/>

American Psychological Association (2014). APASTyle blog. <http://blog.apastyle.org/> [Current answers to APA puzzles. You can email experts with questions]

Course Overview

Unit	Topics	Assignments
1 Aug 25	<ul style="list-style-type: none"> ■ Introduction to Social Policy in the Health Sector <ul style="list-style-type: none"> ▼ Introductions ▼ Syllabus ▼ Assignments ▼ Historical Evolution of the Health Care System ▼ NASW Code of Ethics: Guiding Principles for Policy Advocacy & Social Justice in the U.S. Health System ▼ Social Justice Theory ▼ Seven Problems Encountered by Consumers ▼ Jansson Policy Analysis six-step Framework 	
2 Sept 1	<ul style="list-style-type: none"> ■ Overview of the Health Care System <ul style="list-style-type: none"> ▶ Public/Private Structure ▶ Health Care System Safety Net ▶ Provider Composition, Federal Support and Threats to the Health Care Safety Net ■ Policy Advocacy in Health Care Organizations; Community, Electoral, and Government Settings ■ Integrated Health Care/Behavioral Health 	
3 Sept 8	<ul style="list-style-type: none"> ■ Employment-based Insurance ■ Funding Integrated Health Care/Behavioral Health ■ Public Financing of Health Care <ul style="list-style-type: none"> ▼ Medicare: Social Security Amendment of 1965, title XVIII ▼ Medicaid: Social Security Amendment of 1965, title XIX 	
4 Sept 15	<ul style="list-style-type: none"> ■ Policy Advocacy & Analysis to Improve Access to and Utilization of Public Programs <ul style="list-style-type: none"> ▼ Social Security Act of 1935 (SS;OASDI;SSDI) ▼ Supplemental Security Income (SSI) ▼ General Relief (GR) ▼ Food Stamps ▼ State Disability/EDD ▼ Issues: application burden, building awareness, underutilization, stigma 	
5 Sept 22	<ul style="list-style-type: none"> ■ Emergency & End-of-Life Care Policies: Improving Access, Quality, Safety & Autonomy <ul style="list-style-type: none"> ▼ Uniform Determination of Death Act ▼ CA Natural Death Act ▼ Patient Self Determination Act (Advance Directives) ▼ Emergency Medical Treatment (EMTALA) ▼ Medical Ethics ▼ JCAHO Accreditation Standards 	

Unit	Topics	Assignments
6 Sept 29	<ul style="list-style-type: none"> ■ Policy Advocacy & Analysis to Improve Privacy, Confidentiality and Utilization of Technology <ul style="list-style-type: none"> ▼ Health Insurance Portability and Accountability Act of 1996 ▼ State Privacy Laws ▼ Telehealth ▼ Electronic Medical Records 	Assignment #1 Due
7 Oct 6	<ul style="list-style-type: none"> ■ Policy Advocacy to Improve Access, Equality, Prevention & Safety of Vulnerable Populations <ul style="list-style-type: none"> ▼ Ryan White Care Act of 1990 ▼ Domestic Partnership Legislation ▼ 1987 McKinney Homeless Assistance Act ▼ Inmate Health ▼ Infant Safe Haven Legislation 	
8 Oct 13	<ul style="list-style-type: none"> ■ Substance Abuse and Mental Health Services Administration (SAMSHA) Mental Health 2010 report Policy ■ Mental Health Parity Laws ■ Commitment and Treatment Laws ■ Advocacy for Integrated Health Care/Behavioral Health ■ Developing a Policy Change Strategy <ul style="list-style-type: none"> ▼ Coffman Composite Logic Model 	
9 Oct 20	<ul style="list-style-type: none"> ■ Policy Advocacy & Analysis To Improve Access, Equality, Prevention and Safety in Programs for Older and Disabled Adults <ul style="list-style-type: none"> ▼ Older Americans Act of 1965 ▼ Prevention of Elder Abuse, Neglect & Exploitation ▼ Long-Term Medicaid & Medicaid Waiver Programs ▼ Americans with Disabilities Act of 1990 ▼ Supreme Court Olmstead Decision 1999 	
10 Oct 27	<ul style="list-style-type: none"> ■ Policy Advocacy & Analysis of the Veterans Affairs Health Care System <ul style="list-style-type: none"> ▼ Overview of Veterans Health Care System ▼ Improving Access to Preventive & Primary Care ▼ Improving Utilization of Care ▼ Ensuring Quality & Safety 	Assignment #2 Due

Unit	Topics	Assignments
11 Nov 3	<ul style="list-style-type: none"> ■ Policy Advocacy: Improving Child Safety; Access, Prevention, Quality and Utilization of Programs for Women, Families and Children <ul style="list-style-type: none"> ▼ Child Protective Services ▼ Temporary Assistance for Needy Families (TANF) ▼ Children's Health Insurance Program (CHIP) ▼ Women, Infant and Children Program (WIC) ▼ Family and Medical Leave Act of 1993 	
12 Nov 10	<ul style="list-style-type: none"> ■ Policy Advocacy & Analysis: Health Care Reform & Prevention I ■ Why the American Health Care System Needs Reform ■ Health Prevention ■ Affordable Care Act (ACA) of 2010 ■ ACA and Access to Affordable Care ■ ACA and Consumer Protections & Rights ■ AAC and Holding Insurance Companies Accountable ■ ACA and Medicare 	
13 Nov 17	<ul style="list-style-type: none"> ■ Policy Advocacy & Analysis: Health Care Reform & Prevention II <ul style="list-style-type: none"> ▼ ACA: Improving Quality and Lowering Costs ▼ ACA and Health Disparities ▼ ACA: the Individual Mandate and Medicaid Expansion ▼ Social Justice Critique of Health Care Reform ▼ The Role of Social Workers 	
14 Dec 1	<ul style="list-style-type: none"> ■ Policy Advocacy & Analysis of Policies and Standards to Reduce Health Disparities <ul style="list-style-type: none"> ▼ National Standards on Culturally & Linguistically Appropriate Services (CLAS) ▼ Agency for Health Research Quality (AHRQ) ▼ Immigrant Health Policy ▼ Global Health (WHO) ▼ Health Care Reform 	
15 Dec 8	<ul style="list-style-type: none"> ■ Group Presentations of Policy Analysis & Activity 	Assignment #3
	<ul style="list-style-type: none"> ■ Study Days 	
	<ul style="list-style-type: none"> ■ Assignment #4: Final due by noon via Blackboard 	Assignment #4 Due

Course Schedule—Detailed Description

Unit 1: Introduction to Social Policy in the Health Sector

Topics

- Introductions
- Syllabus
- Assignments
- Historical Evolution of the Health Care System
- NASW Code of Ethics: Guiding Principles for Policy Advocacy & Social Justice in the U.S. Health System
- Social Justice Theory and definitions of policy
- Seven Problems Encountered by Consumers (Jansson)
- Jansson Policy Analysis six-step Framework

This Unit relates to course objectives 1,3,4,5.

Required Readings

Jansson, B. S. (2011). Analyzing problems in the first step of policy analysis. In B.S. Jansson. *Becoming an effective policy advocate: From policy practice to social justice* (6th ed.). Belmont, CA: Brooks-Cole. (pp. 214-254).

Jansson, B. S. (2011). Developing policy proposals in the second, third, and fourth steps of policy analysis. In B.S. Jansson. *Becoming an effective policy advocate: From policy practice to social justice* (6th ed.). Belmont, CA: Brooks-Cole. (pp. 256-289).

Jansson, B. S. (2011). Presenting and defending policy proposals in the fifth and sixth steps of policy analysis. In B.S. Jansson. *Becoming an effective policy advocate: From policy practice to social justice* (6th ed.) Belmont, CA: Brooks-Cole. (pp. 290-336).

Required Internet Resources

NASW Code of Ethics. (2014). Retrieved from <http://www.socialworkers.org/pubs/code/code.asp>

Advocacy tool kit <http://www.ncoa.org/public-policy-action/advocacy-toolkit/>

Social Work Policy Institute <http://www.socialworkpolicy.org/>

Frameworks Institute <http://www.frameworksinstitute.org/> [see Issues and Frameblog]

Unit 2: Policy Advocacy in Health Organizations and the Organization of Health Care Services

Topics

- Overview of the Health Care System
 - Public/Private Structure
 - Health Care System Safety Net
 - Provider Composition, Federal Support and Threats to the Health Care Safety Net
- Policy Advocacy in Health Care Organizations; Community, Electoral, and Government Settings
- Integrated Health Care/Behavioral Health
- PCMH: Patient Centered Medical Home

This Unit relates to course objective 1,3,4,5.

Required Readings

- Jansson, B. (2011). Using policy advocacy to embed advocacy in healthcare organizations. In B.S. Jansson. *Improving healthcare through advocacy: A guide for health and helping professionals*. Hoboken, NJ: Wiley. (pp. 391-420).
- Jansson, B. (2011). Policy advocacy in community, electoral, and government settings. In B.S. Jansson. *Improving healthcare through advocacy: A guide for health and helping professionals*. Hoboken, NJ: Wiley. (pp. 421-431).
- Landon, B., Gill, J., Antonelli, R., & Rich, E. (2010). Prospects for rebuilding primary care using the patient-centered medical home. *Health Affairs*, 5, 827-834.
- Williams, J.W. (2012). Integrative care: What the research shows. *North Carolina Medical Journal*, 73(3), 205-206.

Required Internet Resource

- AHRQ (n.d.) Patient Centered Medical Home Resource Center. Retrieved from <http://pcmh.ahrq.gov/page/defining-pcmh> [See papers for policymakers: <http://pcmh.ahrq.gov/page/policymakers>]

Unit 3: Health Care Financing

Topics

- Employment-based Insurance
- Funding Integrated Health Care/Behavioral Health
- Understanding Public Views about Human Services
- Public Financing of Health Care
 - ▼ Medicare: Social Security Amendment of 1965, title XVIII
 - ▼ Medicaid: Social Security Amendment of 1965, title XIX
 - ▼

This Unit relates to course objectives 1,3,4,5.

Required Readings

- Baron, M., Lindland, E., Kendall-Taylor, N. & Kohut, M. (2013, July). Handed to them on a plate. Exploring the gaps between expert and public understandings of human services. Retrieved from <http://frameworksinstitute.org/assets/files/humanservices/NHSAMaptheGaps-Final7-31-13.pdf>
- Brown, R. (2009). *The promise of care coordination: Models that decrease hospitalizations and improve outcomes for Medicare beneficiaries with chronic illnesses*. The National Coalition on Care Coordination.
- Croft, B., & Parish, S. (2011). Care Integration in the Patient Protection and Affordable Care Act: Implications for Behavioral Health. *Administration and Policy in Mental Health and Mental Health Services Research*, 1-6.
- Hamblin, A., Verdier, J., & Au, M. (2011). State options for Integrating Physical and Behavioral Healthcare. *Integrated Care Resource Center. Technical Assistance Brief*, 1-12.
- Jansson, B. (2011). Using advocacy to help consumers finance their healthcare. In B.S. Jansson. *Improving healthcare through advocacy: A guide for health and helping professionals*. Hoboken, NJ: Wiley. (pp. 253-280).

Required Internet Resources

- Medicaid and the uninsured, moving ahead amid fiscal challenges: A look at Medicaid spending, coverage and policy trends. (Oct. 2011). Retrieved from <http://kaiserfamilyfoundation.files.wordpress.com/2013/01/8248.pdf>
- Medicare and You Handbook 2013. (Dec. 2012). Retrieved from http://medicare.gov/pubs/ebook/pdf/Medicare&You_eBook_2013_FINAL_508_sm.pdf.pdf
- Medicare at a Glance. (Nov. 2011). Retrieved from <http://www.kff.org/medicare/upload/1066-14.pdf>
- The Medicaid Program at a Glance. (June 2010). Retrieved from <http://www.kff.org/medicaid/upload/7235-04.pdf>
- What is Medicare & Medicaid? (Sept. 2011). Retrieved from <http://www.medicare.gov/Publications/Pubs/pdf/11306.pdf>

Unit 4: Policy Advocacy & Analysis to Improve Access to and Utilization of Public Programs**Topics**

- ▼ Social Security Act of 1935 (SS;OASDI;SSDI)
- ▼ Supplemental Security Income (SSI)
- ▼ General Relief (GR)
- ▼ Food Stamps
- ▼ State Disability/EDD
- ▼ Issues: application burden, building awareness, underutilization, stigma

This Unit relates to course objectives 1,3,4,5.

Required Readings

- Jansson, B. (2011). Using advocacy to help consumers finance their healthcare. In B.S. Jansson. *Improving healthcare through advocacy: A guide for health and helping professionals*. Hoboken, NJ: Wiley. (pp. 280-296).

LA Health Action (2011, December.). The 1115 waiver: An opportunity to reduce the general relief caseload and chronic homelessness. Retrieved from http://www.lahealthaction.org/index.php/library/full_entry/3069/#.U97hYmN5dM4

Pérez, L. & Martinez, J. (2008). Community health workers: Social justice and policy advocates for community health and well-being. *American Journal of Public Health, 98*(1), 11-14.

Required Internet Resources

CalFresh Program. [See 2013 link on reductions]. (2007). Retrieved from

<http://www.dss.cahwnet.gov/foodstamps/>

(Instructor Note: Check your state Department of Social Services Website for criteria/information)

Fact Sheet on the Old-Age, Survivors, and Disability Insurance Program. (2012, December 31). Retrieved from http://www.ssa.gov/OACT/FACTS/fs2011_12.pdf

Fact Sheet 2014 Social Security Changes. (2014). Retrieved from

<http://www.ssa.gov/pressoffice/factsheets/colafacts2014.pdf>

Fact Sheet Social Security. [2014 updated] (n.d.). Retrieved from

<http://www.ssa.gov/pressoffice/factsheets/basicfact-alt.pdf>

General Assistance or General Relief. (2007). Retrieved from

<http://www.cdss.ca.gov/cdssweb/PG132.htm>

(Instructor Note: Check your state Department of Social Services Website for criteria/information)

California: One e-app. Social Interest Solutions.

<https://www.socialinterest.org/solutions/solutions/access/california-one-e-app>

Historical Background and Development of Social Security. (2011, December). Retrieved from

<http://www.ssa.gov/history/briefhistory3.html>

The Food Stamp Program. Available online at <http://www.govbenefitsonline.org/>

(Instructor Note: Check your state Department of Social Services Website for criteria/information)

Social Security. (n.d.). Retrieved from <http://www.socialsecurity.gov/>

Supplemental Security Income Home page—2014 Edition. (n.d.). Retrieved from

<http://www.socialsecurity.gov/ssi/>

State Disability Insurance Eligibility. (2014). Retrieved from

http://www.edd.ca.gov/Disability/DI_Eligibility.htm

(Instructor Note: Check your state Employment Development Department website)

Unit 5: Emergency & End-of-Life Care Policies: Improving Access, Quality, Safety & Autonomy

Topics

- ▼ Uniform Determination of Death Act
- ▼ Patient Self Determination Act (Advance Directives)
- ▼ Emergency Medical Treatment (EMTALA)
- ▼ JCAHO Accreditation Standards

This Unit relates to course objectives 1,3,4,5.

Required Readings

- Bomba, P.A., Morrissey, M.B., Leven, D.C. (2011). Key role of social work in effective communication and conflict resolution process: Medical orders for life-sustaining treatment (MOLST) program in New York and shared medical decision making at the end of life. *Journal of Social Work in End-of-Life & Palliative Care* 7, 56–82. doi: 10.1080/15524256.2011.548047
- Currier, J. M., Holland, J. M., & Neimeyer, R. A. (2006). Sense-making, grief, and the experience of violent loss: Toward a meditational model. *Death Studies*, 30, 403-428. (Instructor Note: 631/636 Crossover.)
- Himchak, M. (2011). A social justice value approach regarding physician-assisted suicide and euthanasia among the elderly. *Journal of Social Work Values and Ethics*, 8(1).
- Uniform Law Commission. (2012). *Determination of Death Act summary*. Retrieved from <http://uniformlaws.org/ActSummary.aspx?title=Determination%20of%20Death%20Act>

Required Internet Resources

- EMTALA Fact Sheet. (2009). Retrieved from http://www.cms.gov/SurveyCertificationGenInfo/downloads/SCLetter09_52.pdf
- GeriPal: A geriatrics and palliative care blog (n.d.) Retrieved from <http://www.geripal.org/>
- The Joint Commission. (2011). *Facts about ambulatory care accreditation*. Retrieved from http://www.jointcommission.org/assets/1/18/Ambulatorycare_1_112.PDF

Unit 6: Policy Advocacy & Analysis to Improve Privacy, Confidentiality, and Utilization of Technology**Topics**

- ▼ Health Insurance Portability and Accountability Act of 1996
- ▼ State Privacy Laws
- ▼ Telehealth
- ▼ Electronic Medical Records

This Unit relates to course objectives 1,3,4,5.

Required Readings

- Marchibroda, J. (2013). Chapter 3—Health information technology. [See Fast Facts. & Background] Alliance for Health Reform. Retrieved from <http://www.allhealth.org/sourcebookcontent.asp?CHID=180>
- Jordan-Marsh, M. (2011). Telehealth as a fulcrum of health technology. In *Health technology literacy: A transdisciplinary framework for consumer-oriented practice* (pp. 1-42). Sudbury, MA: Jones & Bartlett Learning.
- Kahn, J. M. (2011). The use and misuse of telemedicine. *JAMA: Journal of the American Medical Association*, 305(21), 2227 – 2228. doi:10.1001/jama.2011.716
- McHattie, Cumming, & French (2014). Transforming patient experience: Health Web Science meets Medicine 2.0. *JMIR: Journal of Medical Internet Research*, 3 (1), e2. doi:10.2196/med20.3128 Retrieved from <http://www.medicine20.com/2014/1/e2/>

Reamer, F. (2013). Social work in a digital age. *Social Work, 58* (2), 163-172. doi: 10.1093/sw/swt003

Rossi, P. & Bordogna, M. T. (2013 Ahead of publication). Mutual help without borders? Plurality and heterogeneity of online mutual help practices for people with long-term chronic conditions. *European Journal of Social Work, 1-16*. doi: 10.1080/13691457.2013.802225

Wolbring, G. & Lashewicz, B. (2014). Home care technology through an ability expectation lens. *JMIR: Journal of Medical Internet Research, 16*(6):e155). doi:10.2196/jmir.3135 Retrieved from <http://www.jmir.org/2014/6/e155/> [not posted on ARES, use link please as related resources are displayed when you follow the link]

Required Internet Resources

California Healthline (2014). *Daily digest of news, policy, and opinion*. Retrieved from <http://www.californiahealthline.org/>
(Instructor Note: Consider subscribing, note links to full articles.)

Department of Health and Human Service. (n.d.) *Health information privacy*. Retrieved from <http://www.hhs.gov/ocr/privacy/>

iHealthBeat (n.d.). *Recording technology's impact on health care*. Retrieved from <http://www.ihealthbeat.org/>

USC Telehealth: Virtually well (n.d.) <http://usctelehealth.com/>

Unit 7: Policy Advocacy Policy Advocacy to Improve Access, Equality, Prevention & Safety of Vulnerable Populations

Topics

- Policy Advocacy to Improve Access, Equality, Prevention & Safety of Vulnerable Populations
 - ▼ Ryan White Care Act of 1990
 - ▼ Domestic Partnership Legislation
 - ▼ LGBT Health
 - ▼ 1987 McKinney Homeless Assistance Act
 - ▼ Inmate Health
 - ▼ Infant Safe Haven Legislation

This Unit relates to course objectives 1-5.

Required Readings

DiPietro, B. (2011). *Frequently asked questions: Implications of the federal legislation on justice involved populations*. New York: Council of State Governments Justice Center.

Hoffman, N. D., Freeman, K., & Swann, S. (in press). Healthcare preferences of lesbian, gay, bisexual, transgender and questioning youth. *Journal of Adolescent Health*.
(Instructor Note: 631/636 Crossover article.)

Hutchinson, M., Thompson, A., & Cederbaum, J. (2006). Multisystem factors contributing to disparities in preventive health care among lesbian women. *Journal of Obstetric, Gynecologic, & Neonatal Nursing, 25*(3), 393-402.
(Instructor Note: 631/636 Crossover article.)

National Alliance to End Homelessness. (2011). *Federal policy brief: Helping chronically homeless people avoid high-cost health care*. Retrieved from <http://www.endhomelessness.org/content/article/detail/4148/>

Justice Center. (n.d.). *The Criminal Justice/Mental Health Consensus Project. Appendix C: An explanation of federal Medicaid and Disability program rules, pp. 400-404*. Retrieved from <https://www.ncjrs.gov/pdffiles1/nij/grants/197103.pdf> [Instructor note: do not print without noticing entire document is 400 pages!]

Required Internet Resources

Aids Alliance for Children, Youth & Families. (n.d.). Retrieved from <http://www.aids-alliance.org/policy/ryanwhite/>
(Instructor Note: Ryan White Care Act.)

Child Welfare Information Gateway. (2013). *Infant Safe Haven laws: Summary of State laws*. Available online at http://www.childwelfare.gov/systemwide/laws_policies/statutes/safehaven.pdf

ONE Archives. (2012). Retrieved from <http://www.onearchives.org/about>
[Instructor Note: LGBT resources.]

101 greatest sites for social workers. Retrieved from <http://mswonlineprograms.org/great-sites/>
[See links to special interest groups for vulnerable populations]

Unit 8: Policy Advocacy to Improve Access to and Utilization of Mental Health Services through Integrated Health Care/Behavioral Health

Topics

- Substance Abuse and Mental Health Services Administration (SAMSHA) Mental Health 2010 report Policy
- Mental Health Parity Laws
- Commitment and Treatment Laws
- Advocacy for Integrated Health Care/Behavioral Health
- Developing a Policy Change Strategy
 - ▼ Coffman Composite Logic Model

This Unit relates to course objectives 1-5.

Required Readings

Aarons, M., Sommerfeld, D., & Willging, C. (2011). The soft underbelly of system change: The role of leadership and organization climate in turnover during statewide behavioral health reform. *Psychological Services, 8*(4), 269-281.

Druss, B.G. & Bornemann, T.H. (2010). Improving health and health care for persons with serious mental illness, the window for U.S. federal policy change. *JAMA: Journal of the American Medical Association, 303*(19):1972-1973. doi:10.1001/Journal of the American Medical Association.2010.615

Mechanic, D. (2012). Seizing opportunities under the Affordable Care Act for transforming the mental health and behavioral health system. *Health Affairs, 31*(2), 376-382.

Solway, E. S. (2011). The lived experiences of tobacco use, dependence, and cessation: Insights and perspectives of people with severe mental illness. *Health & Social Work, 36*(1), 19-32.
(Instructor Note: 631/636 Crossover.)

Required Internet ResourcesMental health parity [choose one]

California Association of Health Plans. (2008, November). California impact: Federal Mental Health Parity Act of 2008. <http://www.calhealthplans.org/pdfs/MentalHealthParityFactSheetupdate021210.pdf>

Disability Rights California (n.d.) Mental health parity under California and federal laws. Retrieved from <http://www.disabilityrightsca.org/pubs/CM2401.pdf>

Mental Health Advocacy Services. (n.d.) California Mental Health Parity Act: A way to expand mental health services for children and youth. Retrieved from http://www.mhas-la.org/Fact_Sheet_Parity_Children06-25-14.pdf

National Alliance on Mental Illness. (n.d.). Retrieved from http://www.nami.org/Content/ContentGroups/E-News/1996/The_Mental_Health_Parity_Act_of_1996.htm
Parity Implementation Coalition. (2010). Parity toolkit for addiction & mental health consumers, providers, & advocates. Available online at http://www.mentalhealthamerica.net/files/Parity_Toolkit_Final.pdf [Instructor Note: CA Mental Health Parity Law fact sheet updated in 2012]

Policy Evaluation tools: Coffman Composite logic model

Coffman, J. (2009). *A user's guide to policy evaluation*. Harvard Family Research Project. Available from <http://www.hfrp.org/evaluation/publications-resources/a-user-s-guide-to-advocacy-evaluation-planning>

Coffman, J., & Reed, E. (n.d.). *Unique methods in policy evaluation*. Available from [http://www.calendow.org/uploadedFiles/Evaluation/Coffman%20Reed%20Unique%20Methods%20\(paper\).pdf](http://www.calendow.org/uploadedFiles/Evaluation/Coffman%20Reed%20Unique%20Methods%20(paper).pdf)

Aspen Institute. (n.d.) *Advocacy Progress Planning Tool*. Retrieved from <http://planning.continuousprogress.org/how-it-works>

Substance abuse resources

SAMHSA. (2011, December 2). *SAMHSA guide. Getting through tough economic times*. Department of Health and Human Services. Retrieved from <http://www.samhsa.gov/ECONOMY/>
(Instructor Note: See suicide prevention.)

Substance Abuse and Mental Health Services Administration. (2012). *Mental health, United States, 2010*. HHS Publication No. (SMA) 12-4681. Rockville, MD: Substance Abuse and Mental Health Services Administration. Retrieved from <http://www.samhsa.gov/data/2k12/MHUS2010/MHUS-2010.pdf>

Unit 9: Policy Advocacy & Analysis To Improve Access, Equality, Prevention and Safety in Programs for Older and Disabled Adults

Topics

- Older Americans Act of 1965
- Prevention of Elder Abuse, Neglect & Exploitation
- Long-Term Medicaid & Medicaid Waiver Programs
- Americans with Disabilities Act of 1990
- Supreme Court Olmstead Decision 1999

This Unit relates to course objectives 1-5.

Required Readings

- Applebaum, P. (2007). Assessment of patients' competence to consent to treatment. *New England Journal of Medicine*, 357(18), 1834-1840. (Instructor Note: 631/636 Crossover.)
- Gleckman, H. (2009). The future of long-term care: What is its place in the health reform debate? Urban Institute and Brookings Institution Tax Policy Center. Retrieved from http://www.urban.org/UploadedPDF/411908_longterm_care.pdf
- Dyer, B., Pickens, S., & Burnett, J. (2007). Vulnerable elders: When it is no longer safe to live alone. *JAMA: Journal of the American Medical Association*, 298(12), 1448-1450.
- Joosten, D. (2007). Preferences for accessing community-based, in-home, and psychosocial services by older adults. *Home Health Services Quarterly*, 26(1), 1-18.
- Musumeci, M.B. & Claypool, H. (2014, June). Olmstead's role in community integration for people with disabilities under Medicaid: 15 Years after the Supreme Court's Olmstead decision. Kaiser Family Foundation Issue Brief. Retrieved from http://kaiserfamilyfoundation.files.wordpress.com/2014/06/8602-olmstead_s-role-in-community-integration-for-people-with-disabilities-under-medicaid.pdf
- Reckrey J.M., Gettenberg, G. Ross, H., Kopke, V., Soriano, T. & Ornstein, K... (2014). The critical role of social workers in home-based primary care. *Social Work and Health Care*, 53 (4), 330-43. doi: 10.1080/00981389.2014.884041
- O'Shaughnessy, C. (2012, February 23). The basics: Older Americans Act. Programs and funding. National Policy Forum. http://www.nhpf.org/library/the-basics/Basics_OlderAmericansAct_02-23-12.pdf
- Pew Research Religion and Public Life Project. (2013, November 21). Views on end-of-life medical treatments: Growing minority of Americans say doctors should do everything possible to keep patients alive. Retrieved from <http://www.pewforum.org/2013/11/21/views-on-end-of-life-medical-treatments/>

Required Internet Resources

- California HealthCare Foundation. (2008). Living with chronic illness: California's perspectives on cost and coordination of care. Chronic Care Survey. Retrieved from <http://www.chcf.org/publications/2008/04/snapshot-living-with-chronic-illness-californians-perspectives-on-cost-and-coordination-of-care>
- CANHR. (2014, April 25). Long term Medi-Cal fact sheet. Retrieved from http://www.canhr.org/factsheets/medi-cal_fs/html/fs_medcal_overview.htm

Department of Justice. (2009). Americans with Disabilities Act of 1990 and ADA Amendments Act of 2008. Retrieved from <http://www.ada.gov/pubs/ada.htm>

Geri-pal: A geriatrics and palliative care blog. Retrieved from <http://www.geripal.org/>

Innovation Profile. (n.d.). *Team-developed care plan and ongoing care management by social workers and nurse practitioners result in better outcomes and fewer emergency department visits for low-income seniors*. IAHRQ Innovations Exchange. Retrieved from <http://www.innovations.ahrq.gov/content.aspx?id=2066>

Hartford National Center on Gerontological Social Work. (2014).

- Geriatric social work initiative. Retrieved from <http://www.gswi.org/programs/legacy-programs>
- [Public policies that impact older Americans](http://www.gswi.org/programs/legacy-programs) Retrieved from <http://www.gswi.org/programs/legacy-programs>
- See also: Kluss, T. (2013, October). 3 new centers to focus on enhanced geriatric social work training. [Press release]. Retrieved from http://www.eurekaalert.org/pub_releases/2013-10/tqso-tnc102313.php

Kaiser Family Foundation. (2012). Medicaid and long-term care services and support. Retrieved from <http://kff.org/medicaid/fact-sheet/medicaid-and-long-term-care-services-and/>

National Center on Elder Abuse. (n.d.). Fact Sheet on Caregiver Stress and Elder Abuse. Retrieved from http://www.ncea.aoa.gov/Resources/Publication/docs/fact_sheet.pdf

National Center on Elder Abuse. (2010, March 3). Why should I care about elder abuse? Retrieved from http://www.ncea.aoa.gov/Resources/Publication/docs/WhatIsAbuse_2010.pdf
(Instructor Note: Definition, Warning Signs, Risk Factors, Types, and Where to Report Abuse)

National Council on Aging (n.d.) Older Americans Act Reauthorization. <http://www.ncoa.org/public-policy-action/older-americans-act/> [website for resources and status in legislature]

Smith, A. (2014, April) Older adults and technology use. <http://www.pewinternet.org/2014/04/03/older-adults-and-technology-use/>

Unit 10: Policy Advocacy & Analysis of the Veterans Affairs Health Care System

Topics

- Overview of Veterans Health Care System
- Improving Access to Preventive & Primary Care
- Improving Utilization of Care
- Ensuring Quality & Safety

This Unit relates to course objectives 1-5.

Required Readings

Enhancing the well being of America's veterans and their families: A call to action for a national veteran's policy. (2013, June). [NASW, NASW Foundation, USC Social Work—presenters from USC include Marleen Wong and Anthony Hassan]. Retrieved from <http://www.socialworkpolicy.org/wp-content/uploads/2013/07/swpiuscveteranactionbrief.pdf>

Lynch, C.P., Strom, J.L., & Egede, L.E. (2011). Disparities in diabetes self-management and quality of

care in rural versus urban veterans. *Journal of Diabetes and Its Complication*, 25, 387–392.

National Journal. (2012, May 9). VA manipulated mental health care data, lawmaker says. *National Journal*. Retrieved from <http://www.nationaljournal.com/healthcare/va-manipulated-mental-health-care-data-lawmaker-says-20120509>

Shiner, B., Watts, B., Pomerantz, A., Groft, A., Scott, D., Street, B., & Young-Xu, Y. (2009). Access to what? An evaluation of the key ingredients to effective advanced mental health access at a VA medical center and its affiliated community-based outreach clinics. *Military Medicine*, 174(10), 1024-1032.

Washington D.L., Bean-Mayberry B, Riopelle D., & Yano, E.M. (2011). Access to care for women veterans: Delayed healthcare and unmet need. *Journal of General Internal Medicine*, 26(2), 655-661.

Wojcik, B.E., Akhtar, F.Z., & Hassell, L.H. (2009). Hospital admissions related to mental disorders in U.S. army soldiers in Iraq and Afghanistan. *Military Medicine*, 174(10), 1010-1018.

Zarembo, A. (2014, August 4) As disability awards grow, so do concerns about veracity of claims. Retrieved from <http://www.latimes.com/local/la-me-ptsd-disability-20140804-story.html#page=1>

Required Internet Resources

Kaiser Family Foundation. (n.d.). *Military and veterans health care: Issue modules*. Retrieved from http://www.gao.gov/modules/ereport/handler.php?1=1&path=/ereport/GAO-12-342SP/data_center/Health/15_Military_and_Veterans_Health_Care

U.S. Department of Veterans Affairs. (2009). *Facts about the Department of Veterans Affairs*. Retrieved from http://www.va.gov/opa/publications/factsheets/fs_department_of_veterans_affairs.pdf

U.S. Department of Veterans Affairs. (2011). *Federal benefits for veterans, dependents and survivors*. Chapter 1 VA Health care benefits. Available at

U.S. Department of Veterans Affairs. (2011). *Federal benefits for veterans, dependents and survivors*. Chapter 11 Dependent and survivors' health care. Available at http://www.va.gov/opa/publications/benefits_book/benefits_chap11.asp

it 11: Policy Advocacy: Improving Child Safety; Access, Quality, Safety and Utilization of Health Care & Programs for Women, Families and Children

Topics

- Child Protective Services
- Temporary Assistance for Needy Families (TANF)
- Children's Health Insurance Program (CHIP)
- Women, Infant and Children Program (WIC)
- Family and Medical Leave Act of 2014

This Unit relates to course objectives 1-5.

Required Readings

- Child Welfare Information Gateway. (2011). *About CAPTA: A legislative history*. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.
- Mangione-Smith, R., DeCristofaro, A. H., Setodji, C. M., Keeseey, J., Klein, D. J., Adams, J. L., ... McGlynn, E. A. (2007, October 11), The quality of ambulatory care delivered to children in the U.S. *New England Journal of Medicine*, 357(15), 1515-1523.
- Neff, J. (2008). Paid family leave for parents of chronically ill children. *JAMA: Journal of the American Medical Association*, 300(9), 1080-1081.
- Raghavan, R., Inoue, M., Ettner, S.L., Hamilton, B.H., and Landsverk, J. (2010). Preliminary analysis of the receipt of mental health services consistent with national standards among children in the Child Welfare System. *American Journal of Public Health*, 100(4), 742-749. doi: 10.2105/AJPH.2008.151472

Internet Resources

- California Department of Social Services Website: <http://www.cdss.ca.gov/cdssweb/PG141.htm>
- California Department of Social Services. (n.d.) *CalFresh (Formerly Food Stamps)*. Retrieved from <http://www.cdss.ca.gov/research/PG223.htm>
- Employment Development Department. (n.d.) *Paid family leave eligibility*. Retrieved from http://www.edd.ca.gov/Disability/PFL_Eligibility.htm
- California Department of Public Health. (n.d.). Retrieved from <http://www.cdph.ca.gov/programs/wicworks/Pages/default.aspx>
- California Healthy Families Program transition to Medi-Cal. (n.d.). Retrieved from <http://www.dhcs.ca.gov/services/Pages/HealthyFamiliesTransition.aspx>
- Department of Justice. (2002). *Suspected child abuse report*. Retrieved from http://ag.ca.gov/childabuse/pdf/ss_8572.pdf
- Kaiser Family Foundation. (2010). *Kaiser releases resources on women and health reform*. Retrieved from <http://healthreform.kff.org/scan/2010/december/kaiser-releases-new-resources-on-women-and-health-reform.aspx>
- Temporary Assistance to Needy Families (TANF) Application Website. (n.d.). Retrieved from http://www.tanf-benefits.com/?path=34&reset=1&s_source=Microsoft&s_network=Search&s_kw=tanf&s_ad=2808393201&s_qs=tanf&split_id=169
- U.S. Department of Agriculture. (2011). *Nutrition program facts food and nutrition service*. WIC. Retrieved from <http://www.fns.usda.gov/wic/WIC-Fact-Sheet.pdf>
- U.S. Department of Labor. (n.d.). *Family and Medical Leave Act of 2014*. Retrieved from <http://www.dol.gov/whd/fmla/>

U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2011). *Child maltreatment 2010*. Retrieved from http://www.acf.hhs.gov/programs/cb/stats_research/index.htm#can

Unit 12: Policy Advocacy & Analysis: Health Care Reform & Prevention I

Topics

- Why the American Health Care System Needs Reform
- Health Prevention
- Affordable Care Act (ACA) of 2010
- ACA and Access to Affordable Care
- ACA and Consumer Protections & Rights
- AAC and Holding Insurance Companies Accountable
- ACA and Medicare

This Unit relates to course objectives 1-5.

Required Readings

Clemmitt, M. (2010). Health-care reform: Is the landmark new policy a good idea? *Congressional Quarterly Researcher*, 22, 505-528.

Hayes, K., et al. (2013). ACA policy implementation: A snapshot of key developments and what lies ahead. *HealthReformGPS*. www.healthreformgps.org

Kocher, R., Emanuel, E.J., and DeParle, N.M. (2010). The Affordable Care Act and the future of clinical medicine: The opportunities and challenges. *Annals of Internal Medicine*, 153(8), 536-539.

Ku, L. (2010). Ready, set, plan, implement: Executing the expansion of Medicaid. *Health Affairs*, 29(6), 1173-1178.

Reinhard, S.C., Kassner, E. and Houser, A. (2011). How the Affordable Care Act can help move states toward a high-performing system of long-term services and supports. *Health Affairs*, 30(3), 447-453.

Required Internet Resources

California Healthcare Foundation. (2011). *Briefing—Health Reform 101: The basics of the Affordable Care Act*. Retrieved from <http://www.chcf.org/events/2011/briefing-health-reform-101> (Instructor Note: Provides Sacramento briefing slides for California Centers for Disease Control. Retrieved from <http://cdc.gov/>.)

California Healthcare Foundation. (n.d.). *Chronic conditions of Californians*. Retrieved <http://www.chcf.org/publications/2010/03/chronic-conditions-of-californians>

California Healthcare Foundation. (2014.). *Programs: Better chronic disease care*. Retrieved <http://www.chcf.org/programs/chronicdisease>

President Obama Issues Patients' Bill of Rights. (n.d.). Retrieved from www.HealthCare.gov

The Henry J. Kaiser Family Foundation Health Reform Source. (n.d.). Retrieved from <http://healthreform.kff.org/the-basics.aspx>
(Instructor Note: Please see Glossary, Issue Modules—your paper must cite relevant materials—and Health Policy Picks.)

Healthcare Reform Tools

Health Reform GPS: Navigating Implementation (<http://www.healthreformgps.org/>)

Integrated Behavioral Health Project – Partners in Health: Primary Care/County Mental Health Collaboration Toolkit (2013) (<http://www.ibhp.org/>)

Kaiser Commission on Medicaid and the Uninsured (<http://www.kff.org/about/kcmu.cfm>)

Kaiser Family Foundation - Health Reform (<http://kff.org/health-reform/>)

SAMSHA/HRSA Center for Integrated Health Solutions eSolutions Newsletter (http://www.nccbh.net/profiles/enteremail_sub.htm)

Unit 13: Policy Advocacy & Analysis: Health Care Reform & Prevention II

Topics

- Policy Advocacy & Analysis: Health Care Reform & Prevention II
 - ▼ ACA: Improving Quality and Lowering Costs
 - ▼ ACA and Health Disparities
 - ▼ ACA: the Individual Mandate and Medicaid Expansion
 - ▼ Social Justice Critique of Health Care Reform
 - ▼ The Role of Social Workers

This Unit relates to course objectives 1-5.

Required Readings

Almgren, G. (2013). Prospects for Just Health Care System Reform: A political and Principled Analysis. In *Health Care Politics, Policy and Services: A Social Justice Analysis*. New York, NY: Springer Publishing Company. (pp. 327-380).

Fisher, E., et al. (2011). Behavior matters. *American Journal of Preventive Medicine*, 40(5), e-15-e30.
(Instructor Note: 631/636 Crossover.)

Freudenberg, N., & Olden, K. (2011). Getting serious about the prevention of chronic diseases. *Preventing Chronic Disease: Public Health Research, Practice, & Policy*, 8(4), 1-3.

Kaiser Family Foundation. (2010). *Issue brief: Health reform and communities of color: Implications for racial and ethnic health disparities*. Retrieved from <http://www.kff.org/healthreform/upload/8016-02.pdf>

The National Association of Social Workers. (Fall 2011). Accountable care organizations (ACOs): Opportunities for the social work profession. *Practice Perspectives*. Retrieved September 25, 2012 from <http://www.socialworkers.org/assets/secured/documents/practice/health/ACOs%20Opportunities%20for%20SWers.pdf>

Required Internet Resources

- California Healthcare Foundation (2014) *Free the Data: Unlocking the potential of health data in California*. Retrieved from <http://www.chcf.org/projects/2012/free-the-data>
- CDC Identifies 10 Public Health Achievements of First Decade of 21st Century. (n.d.). Retrieved from http://www.cdc.gov/media/releases/2011/p0519_publichealthachievements.html
- Kaiser Family Foundation. (2012). *Kaiser health tracking poll: Public opinion on health care issues*. Retrieved from <http://kff.org/interactive/health-tracking-poll-exploring-the-publics-views-on-the-affordable-care-act-aca/>
- Kominski, G.F., Roby, D.H., Jacobs, K., Watson, G., Graham-Squire, D., Kinane, C.M. Gans, D., & Needleman, J. (2012). *Newly insured Californians would fall by more than 1 million under the Affordable Care Act without the requirement to purchase insurance*. Policy Note. UCLA Center for Health Policy Research. Retrieved from <http://healthpolicy.ucla.edu/publications/search/pages/detail.aspx?PubID=851>
- National Health Plan Collaborative. (n.d.). *Toolkit to reduce disparities in health care*. Retrieved from <http://www.rwjf.org/en/research-publications/find-rwjf-research/2008/09/the-national-health-plan-collaborative-toolkit.html>
- Institute of Medicine. (2011). *The future of nursing: Leading change, advancing health*. Retrieved from <http://www.iom.edu/~media/Files/Report%20Files/2010/The-Future-of-Nursing/nursing-infographic.jpg>

Unit 14: Policy Advocacy & Analysis of Policies & Standards to Reduce Health Disparities

Topics

- Policy Advocacy & Analysis of Policies and Standards to Reduce Health Disparities
 - ▼ National Standards on Culturally & Linguistically Appropriate Services (CLAS)
 - ▼ Agency for Health Research Quality (AHRQ)
 - ▼ Immigrant Health Policy
 - ▼ Global Health (WHO)
 - ▼ Health Care Reform

This Unit relates to course objective 1-5.

Required Readings

- Andrulis et al. (2010). Patient protection and ACA of 2010: Advancing health equity for racially and ethnically diverse populations, Retrieved from: <http://csmh.umaryland.edu/Toolbar/Toolbardocs/reformdiversepopulations.pdf>
- Au, M., Taylor, E., & Gold, M. (2009). Policy brief: Improving access to language services in health care: A look at national and state efforts. Princeton, NJ: Mathematica Policy Research.
- Bywaters, P., & Napier, L. (2009). Revising social work's international policy statement on health. *International Social Work*, 52(4), 447-457.
- Immigration Policy Center. (2009). Sharing the costs, sharing the benefits: Inclusion is the best medicine. Retrieved from

<http://www.immigrationpolicy.org/sites/default/files/docs/Sharing%20the%20Costs%20Sharing%20the%20Benefits%202009.pdf>

Shim, J. (2010). Cultural health capital: A theoretical approach to understanding health care interactions and the dynamics of unequal treatment. *Journal of Health and Social Behavior*, 51(1), 1-15.

Required Internet Resources

Agency for Healthcare Research and Quality. (2011). National healthcare disparities report. Retrieved from <http://www.ahrq.gov/research/findings/nhqrdr/nhdr11/nhdr11.pdf>

California Immigrant Policy Center. (2007). *Immigrants and the U.S. health system*. Retrieved from <http://www.immigrationpolicy.org/sites/default/files/docs/healthcare01-07.pdf>

Immigration Policy Center (2007). *Facts about immigrants low use of health services and public benefits*. Retrieved from <http://www.immigrationpolicy.org/sites/default/files/docs/healthcare01-07.pdf>

New American Media: Expanding the News through Ethnic Media. (n.d.). Retrieved from <http://newamericamedia.org/news/ethnic-media-headlines/index.php>

Office of Minority Health. (n.d.). *Think cultural health*. Retrieved from <https://www.thinkculturalhealth.hhs.gov/>

Section 1011 Fact Sheet. (n.d.). Retrieved from http://www.cms.gov/MLNProducts/downloads/Sect1011_Web05-19-06.pdf

World Health Organization. (2010). *Executive summary: The World Health Report. Health systems financing, the path to universal coverage*. Retrieved from http://www.who.int/whr/2010/10_summary_en.pdf

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Unit 15: Presentations

Topics

- In Class Presentations

This Unit relates to course objectives 2 and 4.

STUDY DAYS / NO CLASSES

Study Days/No Classes

FINAL EXAMINATIONS

Assignment 4 Due By 5pm date to be announced

University Policies and Guidelines

VIII. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (joosten@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to SCampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

IX. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://scampus.usc.edu/files/2013/05/appendix_a.pdf. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

X. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XI. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12 th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the "all clear" by emergency personnel.

XII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XIII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to

social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the concentration, Iris Chi, DSW, at ichi@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
