Social Work 638
SUMMER SYLLABUS

Policy in Integrated Care

“Never forget that justice is what love looks like in public.”
— Cornel West

3 units

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<th>Instructor:</th>
<th>Email:</th>
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<tr>
<th>Office Hours:</th>
<th>Course Section:</th>
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<table>
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<tr>
<th>Office Location:</th>
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I. COURSE PREREQUISITES

SOWK 506, SOWK 536, SOWK 544, and SOWK 546

II. CATALOGUE DESCRIPTION

Overview and analysis of current health policies, health care delivery and payment models, and benefit programs with a specific focus on implications and opportunities for social workers and the clients they serve in health, behavioral health, integrated care settings with adults, families, and older adults.

III. COURSE DESCRIPTION

This course builds on SOWK 536 by examining myriad factors that influence how vulnerable and stigmatized populations secure access and encounter barriers in securing access to effective health and behavioral health services.

SOWK 638 emphasizes how clinical social workers in health, behavioral health and integrated care settings can both provide leadership in policy advocacy and participate in the policy-making process in organizational, community, and legislative settings. This course surveys major policies that can inform clinical practice and social work advocacy efforts for policy change at organizational, community and legislative levels. Key federal and state policies to inform social work practice as well as methods of obtaining data and research needed to develop policy proposals are emphasized.
IV. COURSE OBJECTIVES

SOWK 638 will:

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>1</td>
<td>Teach students about the evolution of the Public Policy in the US up to recent changes of the Affordable Care Act and how these policies can be viewed using the values-ethics of the NASW code of ethics.</td>
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<td>2</td>
<td>Promote students’ ability to navigate the different sources of public aid and how these systems match up to client’s needs across behavioral health settings.</td>
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<td>3</td>
<td>Facilitate utilization of conceptual and analytic reasoning skills to serve vulnerable populations and advance social and economic justice.</td>
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<td>4</td>
<td>Demonstrate the ability to understand diversity in complex urban environments and to advocate effectively for a broad range of individuals, families, and groups across behavioral health and community settings.</td>
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<td>5</td>
<td>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.</td>
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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 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.
VI. **STUDENT LEARNING OUTCOMES**

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards:

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
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<tbody>
<tr>
<td>1  Demonstrate Ethical and Professional Behavior</td>
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<tr>
<td>2  Engage in Diversity and Difference in Practice</td>
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<tr>
<td>3  Advance Human Rights and Social, Economic, and Environmental Justice*</td>
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<td>4  Engage in Practice-informed Research and Research-informed Practice</td>
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<td>5  Engage in Policy Practice*</td>
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<td>6  Engage with Individuals, Families, Groups, Organizations, and Communities</td>
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<td>7  Assess Individuals, Families, Groups, Organizations, and Communities</td>
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<td>8  Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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<td>9  Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</td>
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</tbody>
</table>

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
<th>Behaviors</th>
<th>Dimensions</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice:</td>
<td>1. Teach students about the evolution of the Public Policy in the US up to recent changes of the Affordable Care Act and how these policies can be viewed using the values-ethics of the NASW code of ethics.</td>
<td>3a. Understand how to integrate theory, research, and economic, social and cultural factors when engaging in advocacy strategies to promote social justice, economic justice, and human rights.</td>
<td>Knowledge, Skills</td>
<td>Unit 1: Introduction to the Structure and Organization of Policy Makers</td>
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<td>2. Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers practicing in health, behavioral health and integrated care settings understand the potentially challenging effects of economic, social, and cultural factors in the lives of clients and client systems. They also understand the stigma and shame associated with disorders, diagnoses, and help-seeking behaviors across diverse populations and strive to ameliorate the stigma and shame on an individual, community and society-wide basis. Social workers use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention; and advocate at multiple levels for mental and physical healthcare parity and reduction of health disparities for diverse populations.</td>
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<td>Unit 2: Need for Integrated Behavioral Healthcare in the United States</td>
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<td>3. Facilitate utilization of conceptual and analytic reasoning skills to serve vulnerable populations and advance social and economic justice.</td>
<td>3b. Use advocacy and policy analysis skills to inform advocacy efforts at multiple levels for mental and physical healthcare parity and reduction of disparities for diverse populations.</td>
<td>Unit 3: Overview of the Affordable Care and its Impact on Integrated Care</td>
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<td>Unit 4: Funding Mechanism for Affordable Care Act</td>
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<td>Unit 5: Mental Health Policy</td>
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<td>Unit 6: Advocacy to Change Public Programs that Serve Vulnerable Populations</td>
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<td>Unit 7: Advocacy</td>
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<td>Unit 8: Policies Affecting Older Americans and Americans with Disabilities</td>
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<td>Unit 9: Process of Policy Making in Health Care</td>
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<td>Unit 11: Integrated Behavioral Health Models</td>
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<td>Unit 12: Implementing Integrated Behavioral Health</td>
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<td>Unit 13: Affordable Care Act: Coverage to Care</td>
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<td>Unit 14: Policy Advocacy &amp; Health Policy Progression</td>
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<td>Assignment 1: Policy Issue Brief</td>
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<td>Assignment 2: Public Service Announcement</td>
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<td>Assignment 3: Policy Proposal, Development, and Presentation</td>
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<tr>
<td>Competency</td>
<td>Objectives</td>
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<td>Dimensions</td>
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<td>Competency 5: Engage in Policy Practice: Social workers practicing in health, behavioral health and integrated care settings recognize the connection between clients, practice, and both public and organizational policy. They understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers have knowledge of advocacy methods that contribute to effective policies that promote health and well-being and they actively contribute to the development and improvement of social policies that support persons throughout the lifespan.</td>
<td>3. Facilitate utilization of conceptual and analytic reasoning skills to serve vulnerable populations and advance social and economic justice.</td>
<td>5a. Use understanding of how policy informs practice and how practice informs policy at organizational, community, and legislative levels to engage in advocacy when developing, implementing, and improving social policies that support people throughout the lifespan.</td>
<td>Knowledge, Skills</td>
<td>Unit 1: Introduction to the Structure and Organization of Policy Makers</td>
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<td>4. Demonstrate the ability to understand diversity in complex urban environments and to advocate effectively for a broad range of individuals, families, and groups across behavioral health and community settings.</td>
<td>5b. Master policy advocacy strategies and actions to engage in policy analysis and policy proposal writing in health, behavioral health, and integrated care contexts.</td>
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<td>Unit 2: Need for Integrated Behavioral Healthcare in the United States</td>
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<td>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.</td>
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<td>Unit 3: Overview of the Affordable Care and its Impact on Integrated Care</td>
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<td>Unit 14: Policy Advocacy &amp; Health Policy Progression</td>
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VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Assignment 1: Policy Issue Brief</td>
<td>Week 5</td>
<td>35%</td>
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<tr>
<td>Assignment 2: Public Service Announcement</td>
<td>Week 8</td>
<td>20%</td>
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<tr>
<td>Assignment 3: Policy Proposal</td>
<td>Week 12</td>
<td>35%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Ongoing</td>
<td>10%</td>
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Assignment 1: Policy Issue Brief: *Specific instructions will be provided by your instructor.*

*This assignment relates to student learning outcomes 1a-1c, 2a, 2c, 3a, 3b, 5a-5c and course objectives 1-5.*

Assignment 2: Public Media: *Specific instructions will be provided by your instructor.*

*This assignment relates to Student Learning Outcomes 1a–1c, 2a, 2c, 3a, 3b, and 5a–5c and Course Objectives 1–5.*

Assignment 3: Integrated Care Policy Proposal: *Specific instructions will be provided by your instructor.*

*This assignment relates to Student Learning Outcomes 1a–1c, 2a, 2c, 3a, 3b, and 5a–5c and Course Objectives 2–5.*

Class Participation

Class participation will include students’ attendance and 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. **Be called on to summarize readings for the week!**

Class grades will be based on the following:

<table>
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<tr>
<th>Class Grades</th>
<th>Final Grade</th>
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<tr>
<td>3.85 – 4</td>
<td>A</td>
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<td>3.60 – 3.84</td>
<td>A-</td>
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<td>3.25 – 3.59</td>
<td>B+</td>
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<td>2.90 – 3.24</td>
<td>B</td>
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<td>2.60 – 2.89</td>
<td>B-</td>
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<td>2.25 – 2.59</td>
<td>C+</td>
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<td>1.90 – 2.24</td>
<td>C</td>
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<td>70 – 72</td>
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Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) 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. (2) 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 tested in the assignment. (3) 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. (4) 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. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) 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.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbook


*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 readings are available on ARES under Professor Kurzban

Recommended readings are *not* available on ARES (library search practice!)

Required Internet Resources [and 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.

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


Recommended Internet Resources


Recommended Guidebook for APA Style Formatting


Recommended Websites


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<tr>
<th>SOWK 638</th>
<th>SUMMER 12 TOPICS</th>
<th>ASYNC ASSIGNMENTS BY WEEK</th>
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<tr>
<td>WEEK 1</td>
<td>Policy in Integrated Care</td>
<td>Unit 1</td>
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</table>
| WEEK 2   | Integrated Behavioral Healthcare  
Disparities for Vulnerable Populations  
History of Health Policy in the US | Unit 2                   |
| WEEK 3   | Affordable Care Act (ACA)  
Integrated Health/Behavioral Health  
Funding Mechanisms ACA  
Funding/Financing Integrated Health | Units 3 & 4               |
| WEEK 4   | Implementing Integrated Care  
Integrated Behavioral Health Models | Units 5 & 6               |
| WEEK 5   | Advocacy & Policy Writing for Prevention, Wellness, and Health Promotion | Unit 7                   |
| WEEK 6   | Policies affecting Older Americans and Americans with Disabilities | Unit 8                   |
| WEEK 7   | Emerging Policy Needs to Meet the Needs of the Aging Population | Unit 9                   |
| WEEK 8   | Advocacy to Change Public Programs that Serve Vulnerable populations | Unit 11                  |
| WEEK 9   | Substance Use Disorder Policy  
Incarceration and substance use disorder  
Mental Health Policy  
Commitment and Treatment Laws | Units 10 & 12             |
| WEEK 10  | Prevention, Wellness and Health Promotion | Unit 13                  |
| WEEK 11  | Policy Advocacy & Health Policy Progression Alternative Models | Unit 14                  |
| WEEK 12  | Policy Proposal Presentations/Course Wrap Up | Unit 15                  |
# Summer Session Course Overview

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<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments Due</th>
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<tbody>
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<td><strong>UNIT 1</strong></td>
<td>Introduction to Policy in Integrated Care</td>
<td>WEEK 1 ASYNC UNIT 1</td>
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<td>▼ Introductions</td>
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<td>▼ Syllabus</td>
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<td>▼ Assignments</td>
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<td>▼ NASW Code of Ethics: Guiding Principles for Policy Advocacy &amp; Social Justice in the U.S. Health System</td>
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<td>▼ Skills I Jansson- Policy Advocacy</td>
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<td>▪ Developing and Using Power</td>
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<td>▪ Developing Political Strategy and Putting it into Action</td>
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<td>▼ Philosophy of Social Change</td>
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<td>▼ Introduction to Integrated Care</td>
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<td><strong>UNIT 2</strong></td>
<td>Need for Integrated Behavioral Healthcare in the United States</td>
<td>WEEK 2 ASYNC UNIT 2</td>
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<td>▼ Disparities for vulnerable populations</td>
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<td>▸ Homeless individuals</td>
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<td>▸ Persons with physical &amp; mental health disabilities</td>
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<td>▸ Limited English Proficiency/minorities</td>
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<td>▸ Immigrants</td>
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<td>▸ LGBTQQI</td>
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<td>▼ History of Health Policy in the United States</td>
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<td><strong>UNITS 3-4</strong></td>
<td>Overview of the Affordable Care Act and its Impact on Integrated Care</td>
<td>WEEK 3 ASYNC UNITS 3 &amp; 4</td>
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<td>▼ Integrated Health Care/Behavioral Health</td>
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<td>▼ Implications for Social Work</td>
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<td>▼ Funding Mechanisms for Affordable Care Act</td>
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<td>▼ Funding Integrated Health Care/Behavioral Health</td>
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<td>▸ Accountable care organizations</td>
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<td>▸ Safety Net</td>
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<td>▸ Medicaid &amp; Dual Eligible Enrollees</td>
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<td>▸ Veteran’s Health</td>
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<td>▼ Alternative Models for Financing</td>
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<td>▼ Coverage &amp; New Plans for Immigrants- CA case study</td>
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<tr>
<td>Unit</td>
<td>Topics</td>
<td>Assignments Due</td>
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<td>UNITS 5-6</td>
<td>Implementing Integrated Behavioral Health</td>
<td>WEEK 4 ASYNC UNITS 5 &amp; 6</td>
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<td>- Survey of Models Implemented</td>
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<td>- Implementation Strategies</td>
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<td>- Integrated Behavioral Health Models</td>
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<td>- Overcoming individual and systemic barriers to health and wellness</td>
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<td>UNITS 7</td>
<td>Advocacy &amp; Policy Writing for Prevention, Wellness, and Health Promotion</td>
<td>WEEK 5 ASYNC UNIT 7</td>
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<tr>
<td></td>
<td>- Skills II: Jansson Writing a Policy Proposal</td>
<td>Assignment 1 DUE IN CLASS</td>
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<td>- Writing an Executive brief</td>
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<td>- Survey of Policy Proposals in Health</td>
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<td>Policies affecting Older Americans and Americans with Disabilities</td>
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<td>Emerging Policy Needs to Meet the Needs of the Aging Population</td>
<td>WEEK 7 ASYNC UNIT 9</td>
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<td>- Growth of aging populations</td>
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<td>- Policy reform concerning geriatric and hospice care in prisons</td>
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### Unit 11: Advocacy to Change Public Programs that Serve Vulnerable Populations

- Social Security (SS; OASDI; SSDI)
- Supplemental Security Income (SSI)
- General Relief (GR)
- Food Stamps
- State Disability/EDD
- 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
- Inmate Health

#### Assignments Due
- **WEEK 8**
  - ASYNC UNIT 11
  - Assignment 2 Due IN CLASS

### Units 10 & 12: Substance Use Disorder Policy

- Incarceration and substance use disorder
- Mental Health Policy
  - Community Mental Health Act of 1965
  - Deinstitutionalization
  - Rise in Homelessness
  - Incarceration
  - Legalization
- Commitment and Treatment Laws

#### Assignments Due
- **WEEK 9**
  - ASYNC UNITS 10 & 12

### Unit 13: Prevention, Wellness and Health Promotion

- Prevention Policy
- Wellness Initiatives
- Health Promotion Policy

#### Assignments Due
- **WEEK 10**
  - ASYNC UNIT 13

### Unit 14: Policy Advocacy & Health Policy Progression

- Implementation
- How to improve
- Alternative Models
  - Universal Care
  - Global Models
    - Sweden

#### Assignments Due
- **WEEK 11**
  - ASYNC UNIT 14

### Unit 15: Student Policy Proposal Presentations and Course Wrap Up

#### Assignments Due
- **WEEK 12**
  - ASYNC UNIT 15
  - Assignment 3 Due IN CLASS
# Course Schedule—Detailed Description

## Unit 1: Introduction to Policy in Integrated Care

### WEEK 1

#### Topics

- Introduction: Structure and Organization of Policy Makers
  - Introductions
  - Syllabus
  - Assignments
    - Use of the NASW code of ethics as evaluate criteria
  - Philosophy of Social Change
  - Skills I Jansson- Policy Advocacy
    - Developing and Using Power
    - Developing Political Strategy and Putting it into Action
  - Public Health Social Work
  - Introduction to Integrated Care

This Unit relates to course objectives 1-5

#### Required Readings


Unit 2: Need for Integrated Behavioral Healthcare in the United States

Topics
- Need for Integrated Behavioral Healthcare in the United States
- Disparities for vulnerable populations
  - Homeless individuals
  - Persons with physical & mental health disabilities
  - Limited English Proficiency/minorities
  - Immigrants
  - LGBTQI
- History of Health Policy in the United States

This Unit relates to course objectives 1-5

Required Readings


Reay, T., Goodrick, E., Casebeer, A., & Hinings, C. B. (2013). Legitimizing new practices in

  the integration of behavioral health and primary care services for racial and ethnic
  minorities, including populations with limited English proficiency: A review of the
  literature. U.S. Department of Health and Human Services, Office of Minority Health and
  the Hogg Foundation for Mental Health.
Unit 3: Overview of the Affordable Care Act and its Impact on Integrated Care

Topics

- Overview of the Affordable Care Act and its Impact on Integrated Care
- Integrated Health Care/Behavioral Health
- Implications for Social Work
  - Integration/Implementation
    - Of Health, Mental Health, Substance Use
    - Integration in Settings
    - Medical home
    - Philosophical perspectives of each

This Unit relates to course objectives 1-5.

Required Readings


Required Internet Resources


Unit 4: Funding Mechanisms for Affordable Care Act

Topics

- Funding Mechanisms for Affordable Care Act
- Funding Integrated Health Care/Behavioral Health
  - Accountable care organizations
  - HMOs
  - PPOs
  - Safety Net
  - Medicaid & Dual Eligible Enrollees
  - Veteran’s Health
- Alternative Models for Financing
- Coverage & New Plans for Immigrants- CA case study

This Unit relates to course objectives 1-5.

Required Readings


Unit 5: Implementing Integrated Behavioral Health

Topics
- Implementing Integrated Behavioral Health
  - Survey of Models Implemented
  - Implementation Strategies

This Unit relates to course objectives 1-5.

Required Readings


SAMSHA. (2014). *Primary and behavioral health care integration program.* SAMHSA/HRSA Center for Integrated Health Solutions.

Unit 6: Integrated Behavioral Health Models

Topics
- Integrated Behavioral Health Models
  - 4 Quadrants of Care
  - Strategies for introducing integrated care models health and/or behavioral health settings
  - Overcoming individual and systemic barriers to health and wellness

This Unit relates to course objectives 1-5.

Required Readings and Internet Resources: (Choose Any 2)


SAMSHA. (2013). Center for Integrated Health Solutions- A standard framework for Integrated Care
Unit 7: Advocacy & Policy Writing for Prevention, Wellness, and Health Promotion  

**WEEK 5**

**Topics**

- Social Work advocacy for prevention, wellness, and health promotion
  - Skills II: Jansson Writing a Policy Issue Brief
    - Writing an Executive brief
    - Identifying procedural & protocol flaws
    - Policy writing in organizational settings
      - Urban vs. rural
  - Process of Policy Making

This Unit relates to course objectives 1-5.

**Required Readings**


**Required Internet Resources**

California Legislative Advocacy

This pathfinder aims to assist researchers in locating materials on the legislative process in California. Researchers will learn how to find and track proposed legislation and how to engage in effective advocacy. URL: [http://libguides.law.ucla.edu/callegislativeadvocacy](http://libguides.law.ucla.edu/callegislativeadvocacy)

Links to U.S. House and Senate web sites

[http://www.house.gov/content/learn/legislative_process/](http://www.house.gov/content/learn/legislative_process/)

[http://www senate.gov/](http://www senate.gov/)
Unit 8: Policies affecting Older Americans and Americans with Disabilities

Topics
- Policies affecting Older Americans and Americans with Disabilities
  - 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
  - Medicare

This Unit relates to course objectives 1-5.

Required Readings (Joosten and at least 1 other):


Internet Resources


http://www.canhr.org/factsheets/medi-cal_fs/html/fs_medcal_overview.htm


- Public policies that impact older Americans Retrieved from http://www.gswi.org/programs/legacy-programs

Kaiser Family Foundation. (2012). Medicaid and long-term care services and support. Retrieved from  


(Instructor Note: Definition, Warning Signs, Risk Factors, Types, and Where to Report Abuse)


Unit 9: Emerging Policy Needs to Meet the Needs of the Aging Population

Topics

- Emerging Policy Needs to Meet the Needs of the Aging Population
  - Aging in place
  - Long-Term Care
  - End-of-Life issues
    - Patient Self-Determination Act
  - Incarceration
    - Growth of aging populations
  - Policy reform concerning geriatric and hospice care in prisons

This Unit relates to course objectives 1-5.

Required Readings


Recommended Readings:


Unit 10: Substance Use Policy

Topics
- Substance Use Disorder Policy
  - Incarceration and substance use disorder
- Policy Needs in Substance Use Settings

This Unit relates to course objectives 1-5.

Required Readings


Unit 11: Advocacy to Change Public Programs that Serve Vulnerable Populations

Topics
- Advocacy to Change Public Programs that Serve Vulnerable Populations
  - Social Security (SS;OASDI;SSDI)
  - Supplemental Security Income (SSI)
  - General Relief (GR)
  - Food Stamps
  - State Disability/EDD
  - 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
  - Inmate Health

This Unit relates to course objectives 1-5.
Required Readings


Internet Resources

California Department of Social Services Website: [http://www.cdss.ca.gov/cdssweb/PG141.htm](http://www.cdss.ca.gov/cdssweb/PG141.htm)


Unit 12: Mental Health Policy

Topics
- Emerging Policy Needs Mental Health & Behavioral Health Policy
  - Community Mental Health Act of 1965
  - Deinstitutionalization
  - Rise in Homelessness
  - Incarceration
  - Legalization
- Commitment and Treatment Laws

This Unit relates to course objectives 1-5.

Required Readings

doi:10.1038/475027a


Recommended Reading:

Unit 13: Prevention, Wellness and Health Promotion

Topics
- Prevention, Wellness and Health Promotion
  - Prevention Policy
  - Wellness Initiatives
  - Health Promotion Policy

This Unit relates to course objectives 1-5.

Required Readings


Internet Resources


Unit 14: Policy Advocacy & Health Policy Progression

Topics
- Policy Advocacy & Health Policy Progression
  - Implementation
  - How to improve
- Alternative Models
  - Universal Care
  - Global Models

This Unit relates to course objectives 1-5.

Required Readings


**Unit 15: Course wrap up and Group Presentations**

**Topics**

- Student Policy Proposal Presentations and Course Wrap Up

This Unit relates to course objectives 1-5.
University Policies and Guidelines

IX. 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 (xxx@usc.edu) of any anticipated absence or reason for tardiness.

As a student in a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

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.

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

XI. SUPPORT SYSTEMS

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.
Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.simplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

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 by 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 (Optional)**

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 well-being 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 well-being 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 cannot discuss it with the instructor, contact the course lead, Dr. Karra Bikson <bikson@usc.edu>. If you do not receive a satisfactory response or solution, contact your advisor and/or MSW Program Director Dr. Leslie Wind <wind@usc.edu> for further guidance.
XVII. **TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)**

- 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.

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*Don’t procrastinate or postpone working on assignments.*