I. COURSE PURPOSE

This course will inform future professionals in health care about policy issues related to health care, advocacy skills and techniques to work toward change, and the process of decision making in our health care system for patients, families, and health care providers. Students will be introduced to the organization of the U.S. health care system in terms of policy, services, funding streams, and the historical development and current structure of health care policy at the state and national level. Advocacy skills and techniques across the entire advocacy continuum will be addressed. Inequalities in health status and access to quality health care will be explored, with emphasis on the role social workers play in addressing these inequalities and inequities. The process of health care decision making by medical staff, patients and families will be examined. The role of health care professionals in educating medical professions, patients, and family members and working to meet the needs of the patient and the institution will be addressed.

II. EDUCATIONAL OBJECTIVES

1. To understand the implications of health policies for practice in health care and other settings.
2. To understand the historical context of the current health care system in terms of policy, services, and funding.
3. To have essential knowledge concerning the policies, regulations/laws, and publicly sponsored entitlements that provide the policy structure for practice in health care.
4. To have a thorough knowledge of the advocacy opportunities across the continuum in health care.
5. To have skills to be an advocate with and for clients, our profession, in agencies and institutions, in communities, through organizations, and in the political and legislative arenas.
6. To understand the biopsychosocialspiritual issues that impact medical decision-making. To understand the role and values of health care professionals in the medical decision-making process, including advocacy to include client and family in the process and to appreciate the importance of client culture and tradition.

7. To understand the accreditation process for hospitals, nursing homes, mental health settings, rehabilitation, ambulatory care centers, and specialty centers.

8. To demonstrate the differences in types of insurance coverage and their impact on people with acute and chronic health problems and their access to quality care.

9. To understand the issues of disparities, inequities, and inequalities in health care and the roles health care professionals play in redressing them.

III. COURSE REQUIREMENTS

A. Required Texts


B. Required Journal and Other Articles

Because of the intense and ongoing public debate related to issues of public health, the content of this course is constantly updated, even during the semester. Required readings are listed in the Class Schedule, below, for each class. In addition, additional readings are distributed at most classes for discussion at the next class.

C. Recommended Texts


D. Course Assignments

Assignment 1 – Financing and Accreditation: Clinical and combined concentration students will interview a professional in a health care setting about the financing of patient care, how it has changed over time, what the setting does with those who can not pay for care, and how specific funding policies have influenced patient care decisions. They will also interview another professional in the same health care setting who is involved with accreditation. They will focus on how the process impacts patient care, how it has changed over time, and how financing policies have influenced accreditation. Students will write an 8 – 10 page paper presenting these findings with their analysis of how they see financing and accreditation influencing the role of social work at the setting. Macro students, with the approval of the instructor, will develop a paper on a financing policy issue. Due Class 7.
Assignment 2 – Advocacy: Clinical and combined concentration students will select a patient/family they have worked with or are currently working who has an issue that needs advocacy action taken. The student will present the case and then address how he/she will go about advocating for the patient/family across the advocacy continuum: client advocacy, organizational advocacy, institutional advocacy, community advocacy, and political advocacy. Macro students, with the approval of the instructor, will develop a paper on an advocacy policy issue. This is a 12-15 page paper. Due Class 11.

Assignment 3 – Decision Making: Students will identify a decision making issue in health care, present the history of the issue, the role of the health professional in the decision making process, the barriers for patients in dealing with this issue, the resources to help health care workers deal with this issue, and ethical issues related to the issue. Students will provide the instructor with a written outline for their presentations. Presentations will be made during the last Class.

E. Grading Policy

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>25%</td>
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<td>Assignment 2</td>
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<tr>
<td>Assignment 3</td>
<td>30%</td>
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<tr>
<td>Attendance and Participation</td>
<td>10%</td>
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</tbody>
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F. Attendance and Participation

Students are required to attend classes and are expected to participate meaningfully in class discussions. Active involvement and presentation by each student of his or her point of view and the arguments supporting them are expected and encouraged at each class. The grade for attendance and participation may be lowered unless the student notifies the instructor and requests an excused absence before the class.

G. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to NCSSS Announcements or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.
B. Academic Honesty
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. Accommodations
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
## Class Schedule

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC AND READING</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Introduction to Course</strong>&lt;br&gt;Overview of Course&lt;br&gt;Why Another Policy Course?&lt;br&gt;Role of the Professions in Health Care Settings&lt;br&gt;Introduction to Disparities and Inequities</td>
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<tr>
<td></td>
<td>Social Work’s Contribution to Research on Cancer Prevention, Detection, Diagnosis, Treatment and Survivorship, 1-2. (This will be distributed in class.)</td>
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<tr>
<td></td>
<td>Moniz &amp; Gorin, Chapter 1</td>
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<tr>
<td>2</td>
<td><strong>History of Health Care in the US</strong></td>
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<td></td>
<td>BrintzenhofeSzoc, K. (undated). <em>Historical Development of Social Work and Mental Health Services</em></td>
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<td>A Loss of Faith: The Sources of Reduced Political Legitimacy for the American Medical Profession&lt;br&gt;<a href="http://www.milbank.org/quarterly/8002feat.html">http://www.milbank.org/quarterly/8002feat.html</a></td>
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<tr>
<td></td>
<td>Moniz &amp; Gorin, Chapters 2 and 3</td>
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<tr>
<td></td>
<td>Gorin &amp; Flint, 73</td>
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<tr>
<td>3 &amp; 4</td>
<td><strong>Financing Health Care</strong>&lt;br&gt;Health Insurance&lt;br&gt;Nursing Homes&lt;br&gt;Hospice and Palliative Care&lt;br&gt;Gaps; Filling the Gaps</td>
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</table>
Disparities; Equity
Role of Social Workers

Medicare 101
http://www.kaiseredu.org/tutorials/Medicare101_2006/player.html

Medicaid 101: The Basics
http://www.kaiseredu.org/tutorials/medicaidbasics/medicaid.html


Huxley, M., Millstein, R., & Straub, N. (1972). Working Paper #1, A typology of the presenting problems of nursing home patients. *Ombudsmen for nursing homes*, a report prepared for the President’s Nursing Home Program – DHEW, 73 – 81 (This will be distributed in class.)

Martin, A. & Wolford, F. (1972). Discussion draft for working paper #2, Patients’ bill of rights. *Ombudsmen for nursing homes*, a report prepared for the President’s Nursing Home Program – DHEW, 85 –88 (This will be distributed in class.)

Moniz & Gorin, Chapters 4, 5, and 6

Gorin & Flint, 4-5, 55-57, 84-85, 91-92, 99-100

5 Accreditation of Health Care Settings
Joint Commission on Accreditation of Healthcare Organizations (JCAHO) http://www.jcaho.org/

Commission on Accreditation of Rehabilitation Facilities (CARF) http://www.carf.org/

American College of Surgeons http://www.facs.org/about/corppro.html


6 Role of Social Work in Health Care
Multidisciplinary Teams
Building Alliances


11/24/08


Gorin & Flint, 78-81


7 **Advocacy for the Uninsured**

Expanding Health Insurance to the Uninsured

http://www.kaiseredu.org/tutorials/uninsured

Moniz & Gorin – Chapter 9

Gorin & Flint, 11-12, 68-69, 95-97

Association of Oncology Social Work (2001). *Oncology Social Work Toolbox: Building Advocacy Skills* (This will be distributed in class.)

8 & 9 **Disparities and Inequalities in Access to Health Care**

Racial and Socioeconomic Disparities

Disparities in Women, Children, and the Elderly

Role of the Profession in Advocating for Inclusion and Non-Discriminatory Access and Quality


Race, Ethnicity and Health Care

http://www.kaiseredu.org/tutorials/race-ethnicity/cayatutorial2_updatedbuttons.html

Confronting the Nation’s Health Disparities

http://iom.edu/news

Gorin & Flint, 12-16, 27-28, 65-66

Moniz & Gorin, Chapters 7 and 8

Voices of a Broken System : Real People, Real Problems


11/24/08

10  **Advocacy across the health care continuum**
Primary, Secondary, and Tertiary Care

Bridging the Artificial Gap Between Physical and Mental Illness
http://www.cdc.gov/nccdphp/publications/cndr/pdf/CDNRwinter03.pdf


11  **Quality Care**


12 & 13  **Decision Making**
Living Wills
Surrogate Decision Making
Informed Decisions
Futile Treatment


14  **Class Presentations**