Part I: Course information

SW 8806-Health and Mental Health Policy
2 credits

Faculty contact:
Name:
Email:
Phone:
Office Location:

Course descriptions:

a. Short Version:
Health & health care policy in the U. S. is currently undergoing historic reforms. This course equips students to critically engage in health & mental health policy debate, analysis, development, and implementation, all of which are crucial to competent, ethical, and socially just SW practice.

b. Long Description:
Health and health care policy in the U. S. is currently undergoing historic reforms. Professionals, legislators, government officials, policy analysts, interest groups, and citizens have been embroiled in complex debates about critical issues related to health and mental health policy, culminating in the 2010 final passage of the Patient Protection and Affordable Care Act. Debates continue, regarding vital issues of health care costs, financing, access, delivery systems, and the quality of care. Approximately 40% of social workers are directly employed in the fields of health and mental health, however, health and mental health issues and policies affect all fields of social work practice. Social workers comprise the largest group of professionally trained mental health providers in the U. S., conducting more than half of counseling and therapy services. This policy course equips students to critically engage in health and mental health policy debate, analysis, development, and implementation, all of which are crucial to competent, ethical, and socially just social work practice.

Pre-requisites:

1. This is an advanced social work class, and the material presented in this class is at an advanced level. Social Work students enrolled in this course should have completed the foundation classes listed below, or have advanced standing status.
   SW 5051 - Human Behavior and the Social Environment
   SW 5801 - Policies and Programs in American Social Welfare
   SW 8151 - Social Work Practice Methods: Individuals and Systems
   SW 8152 - Social Work Practice Methods: Families and Groups
   SW 8153 - Models of Community Intervention
   SW 8841 - Social Work Research Methods

2. If you are not a Social Work student, you need permission of the instructor.
Clinical Licensure Hours:
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>28</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Part II: Course outcomes

Course Objectives:

Upon successful completion of the course, students will:

1. Analyze and understand the current health and mental health care reform efforts and controversies in the U.S and Minnesota;
2. Understand the major organizational and financing characteristics of the health and mental health care systems in the United States;
3. Be informed about health and mental health care expenditures, delivery systems, and outcomes in the United States as well as other industrialized countries;
4. Recognize and appreciate the significance of social, psychological, behavioral, cultural, economic, and political factors in relation to health and mental health status and access to care;
5. Be aware of and analyze the economic, social, and political forces that shape health and mental health policies on the federal, state, local, and provider levels;
6. Appreciate consumer and advocacy groups’ perspectives and contributions to an array of past, current, and emerging health and mental health policies;
7. Understand the implications of health and mental health policies for social work practice, program development and management;
8. Be knowledgeable about current policy debates and developments, including their affect on the health and health care of diverse populations;
9. Be able to thoroughly and critically analyze health and mental health policies.

Social Work Practice Competencies
Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:
<table>
<thead>
<tr>
<th>Competency: 2.1.2 – Apply social work ethical principles to guide professional practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>• Identify and analyze value-based and ethical dilemmas that arise in their area of practice, using professional codes of ethical standards and through appropriate professional consultation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:</td>
</tr>
<tr>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>• Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EP 2.1.5 – Advance human rights and social and economic justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:</td>
</tr>
<tr>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>• Gain a full comprehension about disparities and their development, contribute to knowledge about institutional barriers to equality and apply concentration-appropriate strategies to advance social and economic justice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency: 2.1.8 – Engage in policy practice to advance social and economic well-being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers 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. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>• Understand, compare, analyze, formulate and advocate for policies in an area of practice</td>
</tr>
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<table>
<thead>
<tr>
<th>Competency: 2.1.9 – Respond to contexts that shape practice</th>
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</thead>
<tbody>
<tr>
<td>Social workers are informed, resourceful, and proactive in responding to evolving organizational,</td>
</tr>
</tbody>
</table>
community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assess the impact of historical and contemporary contexts on practice and policy in their area of practice.</td>
<td>Yes</td>
<td>Policy Analysis</td>
</tr>
<tr>
<td>• Are responsive to dynamic changes in society and in their areas of practice.</td>
<td>Yes</td>
<td>Policy Brief</td>
</tr>
<tr>
<td>• Organize and advocate with community members, program participants, service providers, community organizations, policy makers and the public to improve practice and service delivery in their area of practice.</td>
<td>Yes</td>
<td>Policy Analysis</td>
</tr>
</tbody>
</table>

Part III: Course requirements

Required Texts and Readings


In addition, each student will select and read **one of the following books:**


Sullivan, K. (2006). *The health care mess – How we got into it and how we’ll get out of it*. Bloomington, IN: AuthorHouse


All other required readings listed in the syllabus are available online. It is the responsibility of each student to access these readings. **Additional online required readings will be added throughout the semester to keep abreast of unfolding policy issues and debates and to accompany student presentations and guest speakers.**
Teaching and learning methods in this course include lecture; weekly “hot topic” reviews and discussion; small group assignments, presentations, and discussions; class exercises; guest speakers; audio/video presentations; short quizzes; assignments presented orally and in writing; respondent panels; and a take-home exam.

**Course Assignments and Grading**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Date</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Every week</td>
<td>6</td>
</tr>
<tr>
<td>In-Class Quiz #1</td>
<td>[Week 4]</td>
<td>8</td>
</tr>
<tr>
<td>In-Class Quiz #2</td>
<td>[Week 7]</td>
<td>8</td>
</tr>
<tr>
<td>Take-Home Essay Exam Due</td>
<td>On or before</td>
<td>25</td>
</tr>
<tr>
<td>[based on selected book]</td>
<td>[Week 9]</td>
<td></td>
</tr>
<tr>
<td>Class Discussion of Selected Books</td>
<td>[Week 10]</td>
<td>Part of class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>participation</td>
</tr>
<tr>
<td>Quiz #3</td>
<td>[Week 11]</td>
<td>8</td>
</tr>
<tr>
<td>[administered online]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small group poster presentations:</td>
<td>[Week 11]</td>
<td>10</td>
</tr>
<tr>
<td>Health Disparities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy Analysis – Parts I &amp; II</td>
<td>On or before</td>
<td>10</td>
</tr>
<tr>
<td>Problem Analysis &amp; Historical Context</td>
<td>[Week 13]</td>
<td></td>
</tr>
<tr>
<td>Critique of another student’s Policy analysis</td>
<td>Finals week</td>
<td>5</td>
</tr>
<tr>
<td>Policy Analysis – Complete Project</td>
<td>Finals week</td>
<td>30*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(*includes 10 pts. for Parts I &amp; II)</td>
</tr>
</tbody>
</table>

Detailed directions for each required assignment will be handed out and discussed in class.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A -</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86</td>
</tr>
<tr>
<td>B -</td>
<td>80 – 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76</td>
</tr>
<tr>
<td>C -</td>
<td>70 – 73</td>
</tr>
<tr>
<td>D+</td>
<td>68 – 69</td>
</tr>
<tr>
<td>D</td>
<td>66 – 67</td>
</tr>
<tr>
<td>F</td>
<td>65 and below</td>
</tr>
</tbody>
</table>

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Course Policies

There are many University and School of Social Work policies that govern this course. Please go to http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf to see a complete description of all the policies.

Part IV: Course content

[Note: This is a dynamic time in the history and development of health policy in the United States. Throughout the course, we will stay current with issues as they unfold in Congress, the Courts, and the State legislature. Therefore, topics, readings, and the course flow likely will be altered somewhat as relevant issues and readings emerge through the semester]

[Week 1]

Topics: Introductions
- Overview and introduction to course and course assignments
- An overview of The Patient Protection and Affordable Health Care Act (2010) - Health Care Reform

[Note: We will refer to this excellent website throughout the semester as needed. You will find it useful to your own projects]

[View outside class time]

Task: As you watch SICKO, take note of all the problems and issues with health care in the U.S. that the film suggests or addresses. As you watch the film, be aware that the stories/cases presented involve people who have health insurance.

[Week 2]

Topics: What is health/illness? What is mental health? What is mental illness?
- Approaches to health and health policy: the biopsychosocial perspective
- What determines good health?

- Inequality in health: Social determinants of health
- The health gradient

- Important federal government mental health reports

- Discussion of policy analysis project assignment
Conducting advanced policy related research (One-half of class time)

Guest Speaker: Social Science Reference Librarian, Magrath Library, St. Paul Campus

Video Clip: Sir Michael Marmot, interviewed on PBS’s Newshour, regarding his research about inequality and health discussed in your readings

Readings:  
Moniz and Gorin, Chapter 1, Models of Health and Health Policy  
Moniz and Gorin, Chapter 9, Looking Beyond Health Care  


Available online:  
http://www.surgeongeneral.gov/library/mentalhealth/home.html

[Note: Read pp. 3-9 of Chapter 1 in particular, but look at the rest. Other chapters of this report may be read later in the course and the report may be a good resource for you]

President’s New Freedom Commission on Mental Health (2003). Achieving the promise: Transforming mental health care in America. Executive Summary (pp. 1-18 in actual report) and Goal 1: Americans understand that mental health is essential to overall health. (pp. 19-26 in actual report).

Available online:  

[Note: Other parts of this report may be read later in the course and it may also be a good resource for you]

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[Week 3]

Topics:  
The history of U.S. health and mental health policy and delivery systems  
An overview of U.S. and Minnesota health care costs, quality, access and current dilemmas  
Recent reports related to health care in Minnesota

Readings:  
Moniz and Gorin, Chapter 2, The Failure to Establish National Health Insurance: 1865-1946  

A History of Overhauling Health Care (Multimedia timeline from the New
To be distributed by course Moodle site

[Skim executive summary, pages ESi-ESvii. Other parts of this report may be read later in the course and it may also be a good resource for you in other ways]


[Week 4]

Topics: The history of U.S. health and mental health policy and delivery systems (continued)
An overview of U.S. health care costs, quality, access and current dilemmas (continued)

Video: Money Driven Medicine (2009) [View outside class time]

Readings: Moniz and Gorin, Chapter 3, The Emergence of Employment-Based Insurance and Managed Care: 1943 – Present

___________________________________________________________________

A History of Overhauling Health Care (Multimedia timeline from the New York Times [Note: As you read the first chapters in your text, follow along and read this excellent multimedia timeline]

[Week 5]

Topics: Access to health care
The insured / the uninsured / the underinsured
Utilization of services
Racial, ethnic, gender, and age disparities in access
Continuing examination of the Patient Protection and Affordable Care Act

Video: Lifeline (Segment from 60 Minutes) OR Critical Condition

Readings: Moniz and Gorin, Chapter 4, Access to Care

Moniz and Gorin, Chapter 4, Access to Care


[Week 6]

Topics: Financing health care (Part I)

Medicare: Funding, coverage, and controversies

Video: History of Medicare

Readings: Moniz and Gorin, Chapter 6, Medicare and Medicaid, (pp.137-146 only)


[Week 7]

Topic: Financing health care (Part II)

Medicaid: Funding, coverage, issues, and controversies

Children’s Health Insurance Program (CHIP)

Video: History of Medicaid

Readings: Moniz and Gorin, Chapter 6, Medicare and Medicaid (pp. 146 – 163 only)


[Week 8]

Topic: From Personal Tragedy to Public Policy: The Story of Postpartum Depression Education Legislation in Minnesota

Guests: Ruth Ener and Toran Ener (Family members of Mine Ener who suffered from postpartum psychosis and killed her daughter and herself in St. Paul in 2003. The family successfully advocated in the MN Legislature (2005 Session) for a bill requiring that women giving birth receive educational information about postpartum depression.

Readings: What is postpartum depression? [Class Handout- will receive by e-mail]
How A Bill Becomes a Law in Minnesota
http://www.leg.state.mn.us/leg/howbill.asp

[Week 9]
Topics: Discussion of Books [selected by individual students from among a list of 5-6 books given to them at the beginning of the course]
Class time for work on group disparities projects
Readings: No additional readings this week

[Week 10]
Topic: Financing health care (Part III)
Managed Care/Managed Competition: Basic concepts, evolution, and Controversies
Health Care Financing and Delivery in Other Industrialized Countries
Video: Frontline: Sick Around the World [View outside class time]
Readings: Moniz and Gorin, Chapter 5, The Growth and Development of Managed Care (pp. 105 – 132)

[Week 11]
Topic: Disparities in health – Small Group Poster Presentations
Readings: Moniz and Gorin, Chapter 7, Disparities in Health: People of Color
Moniz and Gorin, Chapter 8, Disparities in Health: Gender and Age-Based Differences
Additional readings selected by students relevant to the health disparities they are examining

[Week 12]
Topics: The Minnesota Children’s Mental Health Act: From Policy to Practice
Guest Speaker: Mental Health Consultant
Children’s Mental Health Division
Minnesota Department of Health and Human Services
Chapter 245.487 to 245.4889 Minnesota Statutes.

[Week 13]

Topics: Mental Health issues in the MN legislative session
Where should U.S. health and mental health policy go from here?

Guest: Executive Director, National Alliance on Mental Illness – Minnesota (NAMI-MN)

Readings: Readings relevant to current legislative session will be assigned
Moniz and Gorin, Chapter 9, Looking Beyond Health Care, pp. 227-237 [reread]

[Week 14] Policy Project Presentations and Critiques

[Week 15] Policy Project Presentations and Critiques

Finals Week Final Policy Analysis Project Due

Additional Bibliography


Sullivan, K. (2006). The health care mess – How we got into it and how we’ll get out of it. Bloomington, IN: Author House

Selected Essential Websites:

Henry J. Kaiser Family Foundation. www.kff.org
Minnesota Department of Human Services http://www.dhs.state.mn.us/main
Centers for Disease Control http://www.cdc.gov/
World Health Organization http://www.who.int/en/
Organization for Economic Cooperation and Development (OECD) http://www.oecd.org