

# SWK-S 618 Social Policy and Services - Healthcare (3 cr.)

## Course Information

**Semester Year:** XXXXX  
**Section Number:** XXXXX  
**Location:** XXXXX  
**Day:** XXXXX  
**Time:** XXXXX

**Instructor:** XXXXX  
**Office:** XXXXX  
**Email:** XXXXX  
**Phone:** XXXXX  
**Office Hours:** XXXXX

## Course Description

The purpose of this course is to develop the competencies necessary to effect policy change for service delivery systems at an organizational, community, and legislative levels. Emphasis is placed on policy practice, policy analysis, and advocacy leadership with direct involvement in the political and organizational processes as an integral part of the learning process. The content of the course will focus on the role of the "social policy practitioner" examining closely the relationship of social work values and ethics to social policies and service delivery systems especially as they relate to diverse and oppressed populations.

## Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

### Primary

- 5: Engage with Policy Practice

Social workers identify, assess, analyze, and advocate for social policies at the local, state, and federal level that impact well-being, service delivery, and access to social services.

## Course Objectives

- S618-01** Understand and analyze the major social issues and trends including their historical context affecting the development of social policy at all levels, locally, nationally, and globally.
- S618-02** Demonstrate a grasp of the legal frameworks along with the political, economic, and social constraints on agencies, historically and into the twenty-first century that influence and govern services.
- S618-03** Develop an awareness of the integral relation between policy and the structure, organization, and funding arrangements of service delivery systems as well as the intergovernmental relationships involved in dealing with policy issues.
- S618-04** Examine current data and research to analyze social policy issues as well as the impact of federal and state policies on related populations.
- S618-05** Analyze critically the issues of social, economic and environmental justice, and power, that lead to health inequities, discrimination and oppression (for age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status) in relation to policy development, implementation, and evaluation.

- S618-06** Demonstrate cultural humility, cultural competence, and enhanced self-awareness when working with populations that have been traditionally marginalized (on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status) recognizing the significant impact social programs and policies can have on these groups.
- S618-07** Engage in policy design using ethical frameworks to understand the policy formation process, policy research and analysis, along with the strategic planning needed for social policy initiatives.
- S618-08** Apply advocacy skills and strategies working in collaboration with community members, groups, and organizations to participate effectively in the legislative process.
- S618-09** Participate in writing a bill or a policy brief using evaluative measures and selective framework(s) that gauge the policy impact and the potential for unintended consequences.

\*For this course, the general objectives apply to Specific Practice Area.

## Specific Objectives

- S618-10** Demonstrate an understanding of the governmental system in which health policies are enacted and analyze the priorities and trends related to health policy at all levels.
- S618-11** Critically analyze the historical and current state of health care organizations, systems, and funding that influence services and health outcomes.
- S618-12** Demonstrate an understanding of public (e.g. Medicaid and Medicare) and private health care financing systems and their relation to service delivery and health access.
- S618-13** Demonstrate a basic understanding of different avenues of policy formulation and implementation at all levels of practice (micro, mezzo, macro, exo) within health policy.
- S618-14** Analyze current health policies for impact on diverse racial, ethnic, disability, and other minority groups and critically examine the intersections of policies, social determinants of health, and health disparities.
- S618-15** Demonstrate cultural humility, cultural competence, and critical self-awareness when working with populations that systematically experience health disparities and/or have been traditionally marginalized.

## Required Texts

Allen, Karen M. and Spitzer, William J. Social Work Practice in Healthcare (Copyright@ 2016 by Sage Publications, Inc.

Please go to Kaiser Daily Report at [Kaiser Family Foundation website](#) and subscribe to this list. A free daily report will be sent directly to your e-mail account. If you prefer to visit the webpage regularly you may do so, but we will be discussing content from this page in class, so please come prepared!

### Recommended:

NASW. (2009) Social work speaks. Washington DC: NASW Press

## Course Content

In this course, students will develop essential policy practice skills with a focus on assessment, analysis and advocacy in relation to service delivery systems that address diverse populations and correlating social issues. These populations include, but are not limited to, age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status. Students will examine the significant political and policy contexts at organizational, community, and legislative levels and will consider multiple policy strategies for achieving social, economic, environmental justice and combating the causes and effects of institutionalized forms of oppression. This course will also utilize a variety of policy frameworks and models to advance skill building with an emphasis on social work values and ethics and a focus on cultural humility at all levels of policy intervention.

Students will accomplish the learning objectives in this course through a variety of classroom tools including lectures, videos, small and large group discussions, group projects, written assignments and/or student presentations. The primary evaluation of student learning will be completed through a policy analysis assignment that provides students the opportunity to research and evaluate a specific policy then develop a policy statement based on the outcomes of the overall policy analysis.

**Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.**

## Course Outline

### Module 1: Introduction to the Course

Date

#### *Overview*

- A. Introductions
- B. Syllabus review
- C. Relevant Resources
- D. Field Experiences and Dates

### Module 2

Date

#### *Overview*

- A. History and Current Context of Healthcare
- B. Healthcare Environment
- C. Future of Healthcare and SW Practice
- D. Current Events

### Readings

- a. Allen & Spitzer Chapters 1, 2, 16

## Module 3

### Date

#### Overview

- A. Affordable Care Act
- B. Medicare Overview
- C. Medicaid Overview
- D. HIP 2.0
- E. Managed Care
- F. Current Events Review

### Readings

- a. [Kaiser Family Foundation website Affordable Care Act Summary](#)
  - b. [Medicare website](#)
  - c. [Health Insurance.org Guide to Indiana Medicaid Expansion](#)
  - d. [Indiana Medicaid website](#)
- 1.

## Module 4

### Date

#### Overview

- A. SW Theory and Healthcare Practice
- B. Skills and Competencies
- C. Values and Ethics
- D. Evaluation of SW Practice in Healthcare
- E. Current Events Review

### Readings

- a. Allen & Spitzer Chapters 3-6

## Module 5

### Date

#### Overview

- A. Chronic Illness
- B. Health Disparities/Social Determinants of Health
- C. Cultural Humility in Healthcare Practice—What is it and do we have it?
- D. Current Events Review

### Readings

- a. Allen & Spitzer Chapters 6, 7, 15
- b. [National Institutes of Health website](#)

- c. [Healthy People.gov website](#)
- 2.

## Module 6

Date

### Overview

- A. Continuum of Care
- B. Risk Stratification
- C. Palliative Care, End-of-Life
- D. Current Events Review

### Readings

- a. Allen & Spitzer Chapters 8, 9

## Module 7

Date

### Overview

- A. Wellness Promotion
- B. Social Justice in Healthcare
- C. Begin Group Presentations to Class

### Readings

- a. Allen & Spitzer Chapter 10
- b. [Daniels, N. 2001. Justice, health, and healthcare. Am J Bioeth 1 \(2\):2-16.](#) (American Journal of Bioethics)

### Assignments

- a. Small group presentations due on Cultural Beliefs (paper due in canvas before midnight)

## Module 8

Date

### Overview

- A. Finish Group Presentations
- B. Cultural Competence in Healthcare Organizations
- C. Current Events Review

### Readings

- a. Allen & Spitzer Chapter 15 (pp. 429-434)

## Module 9

Date

### Overview

- A. Child Health Status in US
- B. Chronic Illness, Disability and Mental Health in Peds

## C. Child Maltreatment

## Readings

- a. Allen & Spitzer Chapter 12
- b. [Centers for Disease Control website](#) (EastStats-Child Health)
- 3.

## Module 10

## Date

*Overview*

- A. Values and Ethics in Peds SW Practice
- B. Discussion of Current State/Federal Health Policy Proposal Impacting Children
- C. Other Challenges
- D. Town Hall Forums 1, 2
- E. Current Evens Review

## Readings

- a. No Reading

## Assignments

- a. Policy Analysis Paper
- b. Begin Town Hall Forums

## Module 11

## Date

*Overview*

- A. Time to Work on Town Hall Forums
- B. Prepare for Final Exams

## Module 12

## Date

*Overview*

- A. Co-Existing MH, Substance Abuse in Peds Patients
- B. Town Hall Forums 3-5

## Assignments

- a. Town Hall Forums (Continued)

## Module 13

## Date

*Overview*

- A. Town Hall Forums 6-8
- B. Review for Final Exam

## Assignments

- a. Finish Town Hall Forums

## Module 14

### Date

### Overview

- A. Final Exam Prep
- B. It's a Wrap!! – Completion of Self-Evaluations for Professionalism/Participation

## Module 15

### Date

### Overview

- A. Final Exam (Location TBD)

## Assignments and Grading

Course grades will be calculated as follows:

SDH Group Presentation.....	30
Town Hall .....	25
*Policy Brief .....	50 (* denotes signature course assignment)
Quizzes .....	25
Professional/Participation .....	20
<b>TOTAL .....</b>	<b>150</b>

## Assignment Details

### *Policy Brief (Signature Assignment): 50 Points*

Identify an existing federal or state policy that affects the service delivery system from a specific practice area. Then develop a four to six- page policy brief that analyzes the policy and addresses implications to educate and influence decision makers. Keep in mind that it is critical to know the anticipated readers when writing a policy brief, so attention must be directed to the use of language and presentation. The completed brief should be visually and professionally appealing to a broad audience. Example policy briefs may be used as a framework, but these sources should be cited and referenced. The policy brief should incorporate at least four scholarly references and include existing data to support major assertions. Due to the unique structure of the policy brief, APA will only be required for formatting references. This brief should incorporate the following components:

- Executive Summary - Introduce the policy brief by clearly describing the focus and the purpose of the brief (why it is important); include a concise overview of what you are proposing
- Identify and outline the policy to be addressed
- Describe any relevant history and background of the policy, including past and current policies that have impacted the issue

- Provide evidence that supports the policy analysis and position (Use specific data to support your stance.)
- Discuss the policy issue from varying stakeholder perspectives as it relates to practice settings and other systems
- Include what is working (strengths and opportunities) as well as potential or existing challenges related to the proposed policy position
- Incorporate information on how the policy position promotes culturally responsive practice
- Summarize policy recommendations based on the overall policy brief

### *Small Group presentations on the Social Determinants of Health (SDH): 30 Points*

Each student will be part of a small group (3-4 students) and will examine an accepted/acknowledged SDH and identify for the chosen SDH a possible health policy option that could be formulated to alleviate symptoms or reduce known problematic impact to health status. Each group's research will discuss the following key elements: definition of and brief history of the SDH (including why it is important/why "we" should care); current research findings on impact of SDH on health status; review of any current policy efforts to address the SDH and analysis of effectiveness of policy on SDH; each group must interview someone currently being impacted by the chosen SDH for purpose of gaining their insight into impact and possible solutions on a community level as well as a professional currently working at some level (community, organization, state/national) on the chosen SDH or with the impacted group in a health setting for their insight on the problem and possible solutions; provide a group recommendation on a health policy option based on the group's research and analysis of the problem that would represent a possible reduction in prevalence or incidence of the SDH or alleviation of symptoms related to the impact of the SDH. Each group is to do a presentation for the class based on their research findings in the form of a PowerPoint or Prezi. Each group member is expected to have an equal role in preparation and presentation on the topic. The presentation should be a minimum of 15 minutes in length and no more than 20. A written paper in APA format should be submitted also (1 per group) via Canvas and should be no more than 6-8 pages (excluding the cover and reference pages)

### *Town Hall Forums: 25 Points*

During the final 4-5 weeks of the course semester, each student will be paired with another student to present both sides of a topic (for/against) to the class in a town hall format. The pair will decide in advance on their health policy topic for the forum as well as the respective positions they will each take during the "town hall" meeting which will be conducted in class with the remaining students serving as the "audience". The topic chosen must be current and relevant as well as an issue that can be viewed from more than perspective. The "audience" along with the course instructor will evaluate the group collectively in terms of their professionalism, preparedness and organization while also rating each member individually in terms of their overall effectiveness, clarity, knowledge of subject, persuasiveness, enthusiasm/passion for issue and ability to respond to questions. The assignment of topics must be approved in advance by the instructor to ensure appropriateness and lack of duplication. Students will research the assigned issue, give a 3-5 minute "opening" statement about the issue and then each student will have 10 minutes to present their viewpoint not including their opening and closing statements. The students will each end their prepared remarks with a "closing statement" and will alternate speaking throughout the Town Hall. Each student once they have concluded all prepared remarks on the topic will be expected to respond to 2 questions from the



“audience”. Each student will be asked to respond to the same two questions. Students in the “audience” will know the topics in advance and will be expected to come prepared to each presentation with a question that they will submit to the instructor who will act as the “moderator” for the town hall.

### *Professionalism: 20 Points.*

At the end of the course term, each student will be provided a rubric by which they are to both numerically rate their performance in each identified area over the entirety of the course, but they must also provide brief narrative documentation that supports their evaluation showing appropriate use of self- reflection, insight and awareness. The narrative portion of the assignment is to be written in APA format, but no title or reference pages are needed. The instructor is ultimately responsible for determining the student’s professionalism and any discrepancies resulting in a letter grade or more less than the student’s own evaluation will be discussed directly with the student by the instructor. All other instructor feedback will be provided in canvas.

### *Course Quizzes: 25 Points*

Over the course of the semester, a series of 5 “pop” quizzes will be given, each worth a maximum of 5 points. The quizzes will consist of material that was assigned in reading for that week or from the lecture the previous week. There will be no “make-up” quizzes offered without both extenuating circumstances and communication with the instructor regarding a class absence and is at the discretion of the instructor. When a quiz is given, it will be at the beginning of class so being on time consistently will be important!

## Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students’ work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

### *Grading scale*

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

## Course Policies

1. **Attendance:** Attendance is essential for both the benefits of learning from fellow students and discussing information not contained in your text. Absence from more than two class sessions may result in 1/3 of a lower final grade for each additional absence.
2. **Participation:** Exceptional class participation may be considered in assigning final grades if a student is on the border between grades. This class meets weekly and it is my expectation that you will attend and be prepared to actively participate in class discussion by reading assignments and utilizing materials that will be available throughout the semester on Canvas. Attendance will be taken at each class session. Although attendance and participation are grouped together, they are separate dimensions. Perfect attendance without active participation does not guarantee full 'credit'.

3. **Late paper policy:** Assignments are due when indicated in the course outline. These assignments will incur a penalty of 10% per day, including weekends, for each day it is overdue. Students should make every effort to submit assignments in a timely manner to ensure their success in the course.
4. **Paper formatting:** Effective social work practice requires good writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented and for the clarity of that presentation. All out-of-class assignments should be typed in a simple font (such as Times New Roman or Arial), double-spaced, numbered, with one-inch margins. The Publication Manual of the American Psychological Association (APA) is to be used, including in-text references and the bibliography. APA manuals are available at the bookstore and would be a valuable resource for your library. Students are encouraged to seek assistance with writing at the University Writing Center in University Library Room 4106. The Center encourages people to drop in. To enquire about lab hours or resources, please call 317-274-3000.
5. **Evaluations:** After the course, students will have the opportunity to evaluate the course and the instructor. Students are encouraged to provide feedback concerning the course and instruction at any time during the semester.
6. **Respect:** It is the expectation that while discussing topics related to the diversity of human experience and its effects on individual functioning, lively discussion will ensue. Students are expected to respect the opinions and feelings of other students, the instructor, and guest speakers, even if they differ from their own. Students are encouraged to keep the NASW's Code of Ethics in mind while discussing concepts and feelings in preparation for practice. Also, please turn cell phones off or to vibrate and refrain from answering calls during class. If an emergency occurs, please excuse yourself to answer or return a call.
7. **Open Door Policy:** Students are encouraged to contact the instructor for any reason. I am interested in your development as a student and as an individual. If I can be of any help to you, please let me know. I am available to discuss future goals, obstacles to academic success, and concerns about the course, in addition to just getting to know one another. I can be reached by telephone and e-mail for an appointment or you may drop in during office hours.