I. Catalogue Description
This course provides knowledge about the contemporary organization of health care, as well as policies and services for older adults and people with disabilities.

II. Course Overview
This required policy and services course for students in the Health, Aging, and Disabilities concentration provides knowledge and skills to understand how major services and programs in each sector are organized, resourced, and delivered, and emphasizes the need for collaboration and networking between the health, aging, and disability systems. The course analyzes legislation, policies, and politics that influence the context of social work practice in this concentration, especially long term care, with a particular focus on access to services and health disparities. The course provides tools for advocating for change and reform to enhance well-being.

III. Course Competencies and Practice Behaviors
Successful completion of this course implies that students will have progressed toward achieving some of the core social work competencies by demonstrating the following practice behaviors:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as a professional social worker and conduct oneself accordingly (Competency 2.1.1), by:</td>
<td>Applying knowledge of social services, policies, and programs relevant to the Health, Aging, and Disabilities Concentration, to advocate for clients access to</td>
<td>Advocacy portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Institutional Legislative System Presentation</td>
</tr>
<tr>
<td>Competency Area</td>
<td>Description</td>
<td>Assessment Methods</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Engage in diversity and difference in practice (Competency 2.1.4) by:</td>
<td>Demonstrating an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in Health, Aging, and Disabilities.</td>
<td>Reading assignment and small group discussion; Mid-term exam</td>
</tr>
</tbody>
</table>
| Advance human rights and social and economic justice (Competency 2.1.5) by:     | Appraising how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the Health, Aging, and Disabilities concentration.  
Applying strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to the Health, Aging, and Disabilities concentration. | Mid-term exam; Reading assignments; Advocacy portfolio |
| Engage in policy practice to advance social and economic well-being and to deliver effective social work services (Competency 2.1.8) by: | Evaluating, formulating, advocating for policies that advance outcomes relevant to the Health, Aging, and Disabilities concentration. | Reading assignments; Advocacy portfolio |
| Respond to contexts that shape practice (Competency 2.1.9) by:                 | Assessing the impact of historical and contemporary contexts on practice and policy in the Health, Aging, and Disability concentration. | Institutional/Legislative System Presentation |
### IV. COURSE CONTENT

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Overview of the Course</th>
</tr>
</thead>
</table>
| Sept. 4 | - Introductions, getting to know each other—backgrounds and interests  
- Discussion of course, syllabus, and class format  
- Make a course “wordle” www.wordle.net  
- Groups for role play and “benefit” to look up |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Health Care – The Good, the Bad, the Ugly and the Changing; the Complex Organization of Health Care in the U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 11</td>
<td><strong>Preparation and activity:</strong> Research your assigned program/benefit given last week and prepare a brief (5 minutes) explanation of the program. Information can be found online in websites listed below. In small group, you will role play explaining the basic program/benefit to a client.</td>
</tr>
</tbody>
</table>
|         | Instructor will discuss ILS assignment  
Instructor will assign Article Discussion Groups  
**Websites for preparation for class activity**  
www.Medicare.gov  
www.Medicaid.gov  
www.Cms.gov  
www.ssa.gov  
www.kff.org – see topics  
www.commonwealthfund.org –see topics  
www.InsureKidsNow.gov –see CHIP  
**Readings**  


<table>
<thead>
<tr>
<th>Week 3</th>
<th>Health Care – Access to Health Care and Health Disparities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 18</td>
<td>Video: UNNATURAL CAUSES: Is inequality making us sick?</td>
</tr>
<tr>
<td></td>
<td>Article Discussion Groups: Sobel and Swiefach</td>
</tr>
<tr>
<td></td>
<td>Lecture and Discussion</td>
</tr>
<tr>
<td></td>
<td>Preparation for class discussion:  If your field placement is in a health setting, inquire if the hospital, clinic, agency, setting, or program collects data about population served (race, socio-economic status, etc.), trends, or has any reports about services to those unable to pay or experiencing disparities. Bring what you find to class.</td>
</tr>
</tbody>
</table>
|         | Readings and Web: Kaiser Updates on Health Disparities for Minorities and Women  
|         | http://www.kff.org/minorityhealth/report.cfm |
|         | Johnson, P. Leaving Womens' Health to Chance/TED TALK, downloaded from the internet  
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Health Care Reform</th>
</tr>
</thead>
</table>
| Sept. 25 | **Preparation for class activity and discussion:**  
Using the readings and websites below, become familiar with how passage of *The Affordable Care Act* will impact the population you are working with in your field placement (general patients, children, older adults, young adults, immigrants, persons with disabilities, women, uninsured.) Make notes to share in class discussion. |

**Article Discussion Groups:** Gawande article, *Letting Go.*

**Readings and Websites:**
- [www.kff.org](http://www.kff.org)
- [www.commonwealthfund.org](http://www.commonwealthfund.org)
Altman, D. “What’s Trending in Health Care?” Conservative Ideas, the Wall Street Journal, 7/15/14.


---

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Oct. 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Health Care – Policies, programs and services which are increasing access and addressing issues of disparities.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Guest speakers: Brynne McBride, ABC for Health</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Preparation for Class Discussion:</strong></td>
</tr>
<tr>
<td></td>
<td>If you are doing field work in a health related setting, look for examples of strategies being used to reduce disparities or impact of disparities.</td>
</tr>
<tr>
<td></td>
<td><strong>Readings and Web</strong></td>
</tr>
<tr>
<td></td>
<td>Website for ABC Health <a href="http://www.safetyweb.org">www.safetyweb.org</a></td>
</tr>
<tr>
<td></td>
<td>Deliere, T. Wisconsin Experience Indicates Expanding Public Insurance to Low Income Adults has Health Care Impacts, <em>Health Affairs</em> 32. No.6, 2013.</td>
</tr>
</tbody>
</table>
### Permanente Institute for Health Policy, 1-8. update


| Week 6 | Aging – Demographics, history and review of major legislation, policies and programs, Current Organization of Services |
| Oct. 9 | Video Clip from Medicare Passage Debate 1965 – relevance for today |
|       | Instructor will discuss mid-term exam and study guide |

**Readings:**


| Week 7  | Family Care and ADRCs: Wisconsin’s Redesign for Long-Term Care of Elderly, and Persons with Physical and Developmental Disabilities, other national programs related to long-term care.  
|---------|--------------------------------------------------------------------------------------------------|
| Oct. 16 | *Guest speaker: Jennifer Fischer, Director Dane Co. ADRC*  
| Activity: | ILS Presentations in Small Groups  
| Assignment: | ILS Assignment Due  
| | [http://www.caregiving.org/pdf/research/CaregivingUSAllAgesExecSum.pdf](http://www.caregiving.org/pdf/research/CaregivingUSAllAgesExecSum.pdf)  
| | Family Care, An Overview of Wisconsin’s Family Care Program, Department of Health Services, [http://www.dhs.wisconsin.gov/ltcare/](http://www.dhs.wisconsin.gov/ltcare/).  

| Week 8  | First hour: Mid-term Exam  
| Oct. 23 | Second hour: Global Effects of U.S. Policies and Practices. Instructor will share examples of U.S. policies and practices in health, aging, and disabilities which have had positive and negative effects on health and well being around the world.  

### Week 9

**Oct. 30**

First hour -Promoting Quality of Life for Elders – Opportunities & Challenges  
*Guest speaker: Dr. Suzanna Castillo*

**Article Discussion Groups: Bateson**

**Readings**


**Web**

[www.epa.gov/aging/carson/2013/index.htm](http://www.epa.gov/aging/carson/2013/index.htm)

The EPA Intergenerational photo, essay, song, poetry, mixed –media, and dance Sense of Wonder contest,

### Week 10

**Nov. 6**

Advocating for Change  
Types of Advocacy – Stories of Success  
Discussion about Advocacy Portfolios  
**Assignment:** Turn in Advocacy topic.

**Readings:**

Advocacy Tips, a booklet on Advocacy organized by Carolyn Hoffman

### Week 11

**Nov. 13**

**Disabilities** - Demographics, history and review of major legislation, policies and programs and organization of services and supports for individuals with physical disabilities, sensory impairments, and the deaf.

*Guest speaker TBA*

**Readings and websites:**
- [www.ada.gov](http://www.ada.gov)
- [www.disabilityinfo.gov](http://www.disabilityinfo.gov)
- [www.acl.gov](http://www.acl.gov)


### Week 12

**Nov. 20**

**Organization of Services and Supports for Persons with Developmental Disabilities and Interface with Aging and Health systems**

**Article Discussion Groups** – Buettner and Sellars

**Class activity**

In small groups, we will discuss specific situations, what issues they raise, and what supports or services would be helpful.

**Readings**

Buettner, R. Reaping Millions in Nonprofit Care for Disabled, *The New York*


<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/27/10</td>
<td>No class. Happy Thanksgiving!</td>
</tr>
</tbody>
</table>

**Week 13**

Dec. 4

Special Focus: Immigration and Immigrants – Issues of eligibility, coverage, and service provision in health, aging, and disability services.

**Article Discussion Groups:** Ruiz-Casares and Sontag

**Readings:**


Week 14  
Dec. 12  
Advocacy Portfolio Fair, Course Wrap Up and Evaluation  
Assignment: Advocacy Portfolios Due

V.  Text and Reading Materials
Required Course reading materials are online at Learn@UW course site. Students will also be directed to explore relevant websites. The instructor or guest speakers may assign additional reading materials. Since much of the subject matter of this course is currently newsworthy and the subject of national debate, students are encouraged to read reputable news sources and follow emerging issues and status of key reforms and legislation, particularly in regard to health care.

VI.  Evaluation of Competencies and Practice Behaviors: Assignments, Grading, and Methods

Methods
This course will utilize a variety of teaching/learning/evaluative methods including lecture, readings, quizzes, exams, videos, expert guest speakers as well as participatory learning activities such as small group discussions and interactive games.

Course Expectations
Students are expected to:
- Attend class and actively participate in discussion or classroom activities. You are allowed one unexcused absence. Absence of two or more classes may result in a demotion in your grade. Students who miss more than 4 classes (unless due to serious illness) will not pass.
- Complete course readings and assignments
- Be respectful of opinions, culture, and values and beliefs of other students

The instructor is expected to:
- Be available to students to answer questions and to hear concerns
- Create a comfortable and open atmosphere conducive to learning
- Assure that course objectives are being met
- Assure that the class is accessible to all students

Exams and Assignments

Midterm Exam  30 points
The exam will focus on terms and concepts discussed during the first half of the semester. It will include fill in the blank, true/false/multiple choice. Students will be given a study guide 2 weeks prior to the exam. Date of exam, Oct. 23

Institutional Legislative System Assignment  25 points
Student will turn in an outline and notes on institutional and legislative systems (ILS), of your field setting (or alternate setting of choice if you are not doing field) which shape and influence practice and services. See attached instructions. **Due Oct. 16**

**Advocacy Portfolio  30 points**
Students will complete and turn in an Advocacy Portfolio related to a policy or issue relevant to the class. Students are encouraged to advocate for policies or programs that address inequities or disparities of services to vulnerable, oppressed, and marginalized populations or address discrimination of various groups. You may also choose a topic related to health care or long term care reform. See attached instructions for Advocacy Portfolio. **Due Dec. 11**

**Analysis of Readings  15 Points** (3 assignments worth 5 points each). See instructions.

Classroom participation will also be taken into consideration, especially when a grade is on a borderline.
Examples: engagement with speakers and instructor, peer engagement in classroom and small group discussions, discussion of relevant current events.

The instructor may make additional, short assignments.

**Grade Determination Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>surpasses expectations in many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>meets expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

If anyone needs accommodation due to disability, please advise the instructor of your situation at the beginning of the semester (unless the need for accommodation is diagnosed during the semester) and provide verification of accommodation need from the UW McBurney Center.

**875 Course Calendar - Important Dates**

**Article Discussion Groups:** Group Leader questions are posted by Sunday 7pm before class and group leader’s discussion summaries are due by the class following discussion.

**Sept. 18, Sept 25, Oct. 30, Nov. 20, Dec. 4**

**Oct. 16** - ILS description due

**Oct. 23** – Mid-term Exam

**Nov. 14** – Turn in topic for Advocacy Portfolio

**Dec. 11** – Last class, Advocacy Portfolio Due
Professional conduct is expected. It is important to review the section, Professional Conduct in All the Social Work Degree Programs, which can be found in the Student Rights and Responsibilities Handbook.

Reasonable Accommodations: Students who are requesting an accommodation due to a disability are expected to inform the field faculty and provide verification (e.g., from the McBurney Disability Resource Center) at the beginning of the semester or as soon as the need for an accommodation is determined. Please also inform the instructor of any planned absence due to religious observation.