Social Work Practice in Health Promotion & Disease Prevention
SW 699, Section 001

Brad Zebrack, PhD, MSW, MPH
Associate Professor
Office: 2778 SSWB, (734) 615-5940
zebrack@umich.edu

Fall, 2011, Thur. 2-5pm, 3816 SSWB
Office Hours: Tuesdays/Wednesdays,
10:30am-12:00pm

1. COURSE DESCRIPTION

This course teaches practice models and multi-level methods of intervention for effective social work practice in health care. It emphasizes palliative care as a contextual model for social work practice in health care settings. Examples of topics covered include community-based health promotion and disease prevention; skills for clinical screening and assessment; multi-disciplinary collaboration; intervention in major catastrophic or chronic diseases such as cancer, cardiovascular disease, and HIV/AIDS to promote optimal adaptation to illness through interpersonal, organizational, and environmental interventions; impact of disease on family; and professional ethics. Selected issues and methods in supervision and management are addressed, such as individual, peer and workgroup models on practice. The impact of differences in ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation will be examined, as these relate to various health practices, policies and services.

2. COURSE CONTENT

This course will provide students with models and methods for positive health promotion, prevention of disease, the provision of comprehensive and effective treatment when illness occurs, and for promotion of rehabilitation and optimal adaptation to chronic illness. Assessment, prevention and intervention strategies for use in health care social work practice at the individual, family, group, community and organizational levels will be addressed. Students will learn how to assess, plan, develop, and evaluate appropriate evidence-based interventions and how to use selected supervisory and managerial strategies to enhance positive outcomes for consumers. A major focus of this course will examining the various diversity dimensions (ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation) as it relates to access to care, appropriateness of services and emerging prevention, intervention and rehabilitation interventions.
### 3. COURSE OBJECTIVES

Students who complete this course will be able to:

1. Engage in evidence-based practice as a professional social worker in health organizations and programs.
2. Participate as an interdisciplinary team member; engage in case advocacy and coordination and in case conferencing and collaboration.
3. Assess and conduct psychosocial health risk/strengths assessments of individuals, families, groups or communities along a continuum of care.
4. Plan, implement and evaluate culturally and gender sensitive individual, family, group, community and organizational interventions focused on prevention, treatment and/or rehabilitation.
5. Apply knowledge of selected managerial practices to issues of supervision, staff development, and administration in health care social work practice.
6. Build partnerships with key health constituencies for the purposes of health promotion, disease prevention and elimination of health disparities.
7. Examine the impact of differences in ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation as these relate to various health practices, policies and services.
8. Incorporate social work values and ethical principles in planning, developing and implementing health care social work interventions.

### 4. RELATIONSHIP OF THE COURSE TO CURRICULAR THEMES

<table>
<thead>
<tr>
<th>Theme Relation to Multiculturalism &amp; Diversity:</th>
<th>is addressed throughout the course and is highlighted in content and discussions of various health practices, policies and services related to the key diversity dimensions noted in Objective 8.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme Relation to Social Justice:</td>
<td>Change is a central theme in the course, especially in discussions of health disparities and access to care issues that are discussed across the continuum of health care services from promotion/prevention to rehabilitation/continuing care.</td>
</tr>
<tr>
<td>Theme Relation to Promotion, Prevention, Treatment &amp; Rehabilitation:</td>
<td>is examined through content and exercises that focus on the methods and models of intervention for health promotion, disease prevention, treatment and rehabilitation in major catastrophic or chronic diseases and promotion of optimal adaptation to chronic illness.</td>
</tr>
<tr>
<td>Theme Relation to Behavioral and Social Science Research:</td>
<td>is presented throughout the course and includes findings from evaluation, prevention and intervention research in social work, medicine, nursing, public health, and health services research as well as health psychology, medical sociology, medical anthropology, health economics, and political science.</td>
</tr>
</tbody>
</table>
Relationship to SW Ethics and Values:

This course will emphasize working on behalf of the most disadvantaged persons and groups at greatest risk of various negative health outcomes. Special emphasis will be placed on advocacy and environmental modifications. Issues related to specific health practices, managed care, client self-determination, confidentiality, dignity, HIPPA, and associated legal, ethical, and value concerns will also be addressed.

Intensive Focus on PODS:

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

Faculty Approval: 1/4/2007

5. COURSE REQUIREMENTS

A. Attendance and Participation

Class attendance and participation (10 points; 10% of final grade) are critical to students’ learning and to the success of this course. Accordingly, students are expected to attend, be prepared, and make constructive contributions to the course. Students’ contributions will be assessed by their quality and relevance to course content and themes.

Taking into account individual variations, the following will be considered in determining a grade for participation:

- Comments and questions in class reflect having read the materials assigned. I recommend that you speak up occasionally (e.g., in class, via your assignments, emails, notes, office hours, or whatever method in which you are most comfortable).
- Preparedness for answering questions by the instructor, and contributions to in-class exercises.
- Attendance at all classes is required. When possible, please let me know in advance if you must miss a class or part of a class. **Students with 2 absences will receive a one level reduction of their final grade (e.g., A becomes A-). Each additional absence will reduce your final grade an additional level.**

In consideration of your classmates, please arrive on time. Three times tardy to class will result in a student being charged with an absence. Also, please remember to turn off your cell phone. Please do not text-message, read your e-mail, surf the Internet, etc. during class.
These requirements exist because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. Members of the faculty of the School of Social Work are convinced that this cannot be accomplished through independent study alone. Thus, attendance at classes is required unless unavoidable and special reasons exist for absence or tardiness. Any such absences or tardiness should be discussed directly with the course instructor in advance of absence.

Religious Observances
Please notify me if religious observances conflict with class or due dates for assignments so that we can make appropriate arrangements.

B. Assignments

Mid-Term Exam. (30 points) One closed-book exam will be held in class on November 10, and will consist of questions based on the course readings, lectures, and videos. The exam will count for 30% of your final course grade.

Proposal, Presentation, and Research Paper/Case Analysis. (60 points total) Detailed instructions will be provided in a separate handout and posted on CTools. A brief proposal for your research paper/case analysis will be due on October 6 (10 points; 10% of course grade). You will also be asked to sign up for a brief presentation of your proposal to the class (10 points; 10% of course grade). The final paper will be due on December 16 and will count for 40% of your final course grade (40 points).

C. Grading
Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. Failure to follow APA guidelines for referencing and for headings will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The criteria for each grade are as follows:

Final grades will be assigned using the following points scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99 - 100</td>
</tr>
<tr>
<td>A</td>
<td>95 - 98</td>
</tr>
<tr>
<td>A−</td>
<td>91 - 94</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 90</td>
</tr>
<tr>
<td>B</td>
<td>85 - 87</td>
</tr>
<tr>
<td>B−</td>
<td>81 - 84</td>
</tr>
<tr>
<td>C+</td>
<td>78 - 80</td>
</tr>
<tr>
<td>C</td>
<td>75 – 77</td>
</tr>
<tr>
<td>C–</td>
<td>71 – 74</td>
</tr>
<tr>
<td>D</td>
<td>65 - 70</td>
</tr>
<tr>
<td>E</td>
<td>less than 65</td>
</tr>
</tbody>
</table>

A+, A or A− Mastery of subject content, demonstration of critical analysis, creativity and complexity in completion of assignment. Differences between A+, A and A– are based on the degree to which these skills are demonstrated as exemplary, outstanding or excellent.

B+ Mastery of subject content beyond expected competency is evident, but has not demonstrated strong critical analysis, originality or complexity in the completion of the assignment.

B Mastery of subject content at level of expected competency – meets course expectations.

B– Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

C or C– Demonstrates a minimal understanding of subject content. Significant areas need improvement in order to meet course requirements.

D Indicates deficiency and carries no credit.
E. Student has failed to demonstrate minimal understanding of subject content.

D. Academic Conduct and Integrity

Please see the Student Code of Academic and Professional Conduct in the Student Guide to the Master's in Social Work Degree Program (http://www.ssw.umich.edu/studentGuide/2008/) for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

Accommodations for Students with Disabilities
If you need accommodation for a disability or other special need, please let me know so that we can work out the necessary arrangements.

Instructor Responsibilities
The instructor will facilitate the course objectives by completing the following tasks:

1. Provision of useful and constructive comments (often in the form of questions) for students’ work in a timely manner. Comments constitute a means of engaging in a “dialogue” and are not intended to reflect “negative” criticism of students.
2. Availability for and responsiveness to students’ questions both in and out of class.
3. Provision and maintenance of a safe forum for discussion and learning.

Student Responsibilities
You will facilitate the objectives of this course by doing the following:

1. Be on time and prepared with questions from the readings and assignments for the purpose of better understanding the material. Comments in class should reflect having read assigned readings.
2. Obtain materials, hand-outs, or class notes from one of your classmates if you are unable to be in class.
3. Complete class assignments in a timely and high quality fashion. Late assignments will be penalized. If you are unable to complete an assignment on time for some reason, please inform me ahead of time.
4. Contact me if you have any concerns or questions regarding the course, readings, or assignments. Students are encouraged to discuss work with the instructor outside of class.

6. REQUIRED TEXTS


Textbook is available for purchase at Ulrich’s Bookstore and the University Bookstore. Copies of both textbooks are also available on reserve at Graduate Library.
Course Outline and Required Readings

WEEK 1: September 8: Course Overview: Foundations of Social Work in Health Care
(HHSW) Chapter 1: The Conceptual Underpinnings of Social Work in Health Care
(PSW) Preface
(PSW) Chapter 1: Social Work and Palliative Care — The Early History

WEEK 2: September 15: Palliative Care Social Work as Context for Social Work Practice
Section 2: Social Work Practice: Setting specific
(HHSW) Chapter 2: Social Work Roles and Health Care Settings
(PSW) Chapter 4: Guess Who’s Coming to Dinner? The Emerging Identity of Palliative Social Workers
(PSW) Chapter 73: Navigating in Swampy Lowlands: A Relational Approach to Practice-Based Learning in Palliative Care
(PSW) Select TWO additional chapters from Section II: Social Work Practice: Setting Specific

WEEK 3: September 22: Community-based Health Promotion and Disease Prevention
(HHSW) Chapter 4: Public Health and Social Work
(HHSW) Chapter 6: Community and Health

WEEK 4: September 29: Social Work Practice: Screening, Assessment and Intervention
(HHSW) Chapter 7: Theories of Health Behavior
(HHSW) Chapter 8: Physical and Mental Health: Interactions, Assessment, and Intervention
(PSW) Chapter 17: Mental Health Risk in Palliative Care: The Social Work Role

WEEK 5: October 6: Social Work Practice: Screening, Assessment and Intervention
Final Term Paper Proposal due by 5pm.
(HHSW) Chapter 9: Communication in Health Care
(PSW) Chapter 16: Screening, Assessment, and a Problem-Solving Intervention for Distress
(PSW) Chapter 25: The Social Work Role in Pain and Symptom Management

WEEK 6: October 13: Social Work Practice: Screening, Assessment and Intervention
(PSW) Chapter 18: Addressing Suffering in Palliative Care: Two Psychotherapeutic Models
(PSW) Chapter 22: Families and Family Conferencing
(PSW) Chapter 26: The Whys and Wherefores of Support Groups: Helping People Cope

WEEK 7: October 20: Population-specific Practice
(PSW) Chapter 32: Emerging Opportunities for Palliative Social Workers
(HHSW) Chapter 14: Social Work with Older Adults in Health Care Settings
Select TWO additional chapters from Section IV: Population-Specific Practice

WEEK 8: October 27: Quality of Life Issues: Physical, Emotional, Social and Spiritual Well-Being
(HHSW) Chapter 10: Religion, Spirituality, and Health
(HHSW) Chapter 12: Human Sexuality and Physical Intimacy
(HHSW) Chapter 13: Substance Use Problems in Health Social Work Practice

WEEK 9: November 3: Chronic Disease: From Prevention to Symptom Management
(HHSW) Chapter 11: Families, Health, and Illness
(HHSW) Chapter 18: Social Work and Chronic Disease: Diabetes, Heart Disease, and HIV/AIDS

WEEK 10: November 10: Mid-term Exam, In-Class

WEEK 11: November 17: Collaboration in Palliative Care, Multi-Disciplinary Practice
(PSW) Chapter 38: Teamwork in Palliative Care: An Integrative Approach
(PSW) Chapter 46: Social Work and Physician Collaboration in Palliative Care
(PSW) Chapter 47: Social Work and Nursing: Creating Effective Collaborations in Palliative Care
Select TWO additional chapters from Section V: Collaborations in Palliative Care

WEEK 12: November 24: Thanksgiving: NO CLASS

WEEK 13: December 1: Ethics
(HHSW) Chapter 3: Ethics and Social Work in Health Care
(PSW) Chapter 67: Ethical Considerations in Palliative Care: An Overview
(PSW) Chapter 68: The Social Work Role in Decision Making: Ethical, Psychosocial, and Cultural Perspectives
(PSW) Chapter 72: Palliative Sedation: A View through the Kaleidoscope

WEEK 14: December 8: Professional Issues, Advocacy and Leadership
(PSW) Chapter 74: Enhancing Professionalism, Leadership, and Advocacy: A Call to Arms
(PSW) Chapter 75: The Power and Potential of Language
(PSW) Chapter 80: Merging Research and Clinical Practice
(PSW) Chapter 83: Self-care as Best Practice in Palliative Care
(PSW) Chapter 84: Legacy Building: Implications for Reflective Practice
(PSW) Epilogue: Lessons Learned along the Yellow Brick Road

FINAL TERM PAPER DUE: Please upload your paper on CTools Drop Box no later than 5pm eastern time on Friday, December 16th. Please follow-up with an email if you would like to receive confirmation that I have received your paper.