

Social Work Practice in Health Care

Social Work 699 - 001
Mondays 8-12 SSWB B770

Professor: Sally Schmall, MSW
Office Hours: By Appointment/After Class
Email: sschmall@umich.edu When you email me please put SW 699 in the subject line. Please note, while I am happy to respond to email Mon – Fri, I do not read emails on the weekends and you should generally allow 24 hours for a response.

COURSE TITLE:	Social Work Practice in Health Care
DIVISION:	HLTH
COURSE NUMBER:	699
CREDIT HOURS:	3
PREREQUISITES:	SW521 and SW560 or permission from instructor

1. Course Description:

This course teaches practice models and multi-level methods of intervention for effective social work practice in health care, including health promotion, disease prevention, assessment, treatment, rehabilitation, continuing care, and discharge planning. Examples of topics covered include the use of the current ICD system in assessment, screening and early intervention, workplace health promotion, crisis intervention, intervention in major catastrophic or chronic diseases such as cancer, cardiovascular disease, HIV/AIDS, and depression; promotion of optimal adaptation to chronic illness through interpersonal, organizational, and environmental interventions; self-help and mutual aid, rehabilitation and continuing care, supporting caregivers and integrative and complementary interventions. 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 be 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. Demonstrate understanding of the current ICD system assessment process.
5. Plan, implement and evaluate culturally and gender sensitive individual, family, group, community and organizational interventions focused on prevention, treatment and/or rehabilitation.
6. Apply knowledge of selected managerial practices to issues of supervision, staff development, and administration in health care social work practice.
7. Build partnerships with key health constituencies for the purposes of health promotion, disease prevention and elimination of health disparities.
8. 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.
9. Incorporate social work values and ethical principles in planning, developing and implementing health care social work interventions.

4. Course Design:

The course will include lectures, discussion, small group exercises, individual and group projects, written assignments and guest speakers. This class is designed to be highly interactive.

5. Relationship of the Course to Four Curricular Themes:

Multiculturalism and Social Diversity 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.

Social Justice and Social 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.

Behavioral and Social Science Research 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.

Promotion, Prevention, Treatment and Rehabilitation 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.

6. Relationship to Social Work 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.

7 Intensive Focus on Privilege, Oppression, Diversity, and Social Justice (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.

1. COURSE REQUIREMENTS

Participation & Attendance

Classroom participation is a significant part of the learning experience. All students are expected to participate in classroom activities and discussions. Classroom participation will be

incorporated into the grading system (see below for details). Regular attendance and active participation in small group exercises and discussions is encouraged and expected. If you are unable to make a class please notify me by email prior to the class. Missing more than two classes, with out extenuating circumstances, will result in your grade being lowered by one half grade (A to A-).

Assignments

Group Project

There will be a small group power point presentation on a media health campaign example of your preference. Identify (or create) a media health campaign targeting a specific population and explain how or why you believe this campaign could be effective in either disease prevention or health promotion. Incorporate the concepts from the required readings.

Format of Papers & Essay Responses

Use APA style guide for papers. All papers should be doubled spaced, with a 12-point font and 1 inch margins. Please be certain to document all the sources that you utilize. Presenting the words or ideas of others without referencing them is Plagiarism. Plagiarism will result in failing the assignment.

All assignments are expected to be turned in on time and posted on the CTools site. Handing in an assignment late will result in one half-grade drop for each day, unless special arrangements have been made prior to the date the assignment is due.

Semester grade will be based on the average of all numerical grades, based on the following weighting:

Screening and Interventions for domestic violence	points
Screening and Interventions for child abuse	10 points
Health behavior change	10 points
Chronic illness self care exercise	25 points
Chronic Illness Psychosocial Assessment / Genogram	15 points
Essay response on <u>Needles</u>	10 points
Pediatric autonomy and ethics	5 points
Small group media health presentation and paper	20 points
Class Participation: role plays	5 points

2. COURSE MATERIALS

TEXT Order via Amazon

Health Behavior Change; A Guide for Practitioners (1999) Rollnick, Mason, Butler.
Harcourt Brace and Company Limited. ISBN 0443 058504

Needles (1998) Dominick, A. New York: Scribner (order online/used for as little as \$10)

A CTools site has been established and additional materials and readings are posted for each lecture. Please see CTools site weekly.

ARTICLES Available on the CTools site

1. Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care (2002). The National Academy of Sciences.
2. Betancourt, J. R. (2004) Cultural Competence – Marginal of Mainstream Movement? N Engl J Med 351;10: 953-954.
3. Kavanaugh, KH. Kennedy, PH. Promoting cultural diversity: strategies for healthcare professionals (1992). Newbury Park (CA): Sage Publications.
4. Gamble, V. Under the shadow of Tuskegee: African Americans and Health Care American Journal of Public Health, 1997; 87: 1773 – 1778.
5. Chez, R. (1997) Homing in on abuse; What to ask and how to listen. Contemporary Nurse Practitioner Spring Issue: 20-25.
6. Paulk, D. (2000) Recognizing child abuse and neglect. JAAPA Vol. 13, No. 11 pages 65-73.
7. Kleinman, A. (2004) Culture and Depression. N Engl J Med (www.NEJM.ORG) 351; 10: 951-953
8. Powell, T.J., Yeaton, W., Hill, E.M., and Silk, K.R. (2001) Predictors of psychosocial outcomes for patients with mood disorders: The effects of self help group participation. Psychiatric Rehabilitation Journal, 25 (1), 3-11.
9. Joe, S. (2006) Prevalence of and risk factors for lifetime suicide attempts among Blacks in the United States. Journal of the American Medical Association. 296 (17) 2112-2123.

10. Miller, W. Benfield R, Tonigan, S. (1993) Enhancing motivation for change in problem drinking; a controlled comparison of two therapists styles. *Journal of Consulting and Clinical Psychology* 61:455 – 461.
11. Sidell, N. (1997) Adult adjustment to chronic illness; A review of the literature. Health and Social Work. Vol 22, Iss 1: 5-7
12. Rolland,J. (1987) Chronic Illness and the Life Cycle: A Conceptual Framework. *Family Practice* 26:203-221.
13. Larson, D. (1993) The Helper's Journey. Chapter 7 "The Caring Team" pg 199-215.
14. Leikin, S. (1989) A proposal concerning decisions to forgo life-sustaining treatment for young people. *The Journal of Pediatrics*, July. Pg 17-22.
15. Haddad, A. (2002) Family Presence during codes. *Ethics Action* Vol. 65 No. 11 pg. 31-34. www.rnweb.com
16. Altpeter, M., Earp, J.L. and Schopler, J.H. (1998) Promoting breast cancer screening in rural African American communities: The "science and art" of community health promotion. Health and Social Work 23(2): 104-115.
17. Tappe, M. K. and Galer-Unti, R. A. (2001). Health educators' role in promoting health literacy and advocacy for the 21st century. Journal of School Health 71(10): 477-482.
18. Kretzmann, J.P. and McKnight, J.L. Building Communities from the Inside Out: A Path Toward Finding and Mobilizing A Community's Assets. Chicago: ACTA Publications, 1993, Chapter 1.
19. Kirsch, S.E.D. and Pullen, N. (2003). Evaluation of a School-Based Education Program to Promote Bicycle Safety. Health Promotion Practice, Vol. 4, No. 2, 138-145.
20. Wallerstein, N., Polascek, M. and Maltrud, K. Participatory Evaluation Model for Coalitions: The Development of Systems Indicators. Health Promotion Practice, Vol. 3, No. 3, 2002, 361-373.
21. Watt, S. et. al. (2000). Community participation in the development of services: a move towards community empowerment. Community Development Journal 35(2): 120-132.
22. Hawe, P et. Al. (1997) Multiplying health gains; the critical role of capacity building within health promotion programs. *Health policy* 39 (1997) 29 – 42.
23. NASW Code of Ethics.

3. COURSE SCHEDULE Please not: there will not be class on May 7th or May 2^{8th} Holiday.

Date	Class Content	Readings and Assignments
May 14	Introductions Review Syllabus/Assignments Lecture: Racial and Ethnic Disparities in Health Care in the US; Developing cultural competence in primary care services for women	Note: Each week has a CTools Resource file with expected readings. Please read all articles posted in Cultural Competency Folder prior to class.
May 21	Screening and interventions for domestic violence Screening and interventions for child abuse.	C Tools site under “Resource tab” in the Domestic Violence folder. <i>Be prepared to participate in role plays of screening and assessment scenarios related to domestic violence. Participation grade noted.</i> CTools site under “Resource tab” in the Child Abuse folder. <i>Be prepared to participate in small group case studies on child abuse screening and reporting. Participation grade noted.</i>
June 4th	Chronic illness: Promoting adaptation through interpersonal, organizational and environmental interventions. <i>Assignment due: Screening for domestic violence, what to look for, what to ask and screening for lethality</i> <i>Assignment due: Screening for child abuse, what to look for and red flags associated with injuries that warrant additional screening for child abuse.</i>	Chapters 1, 2 in text. <u>Needles</u> ; Read first 2 chapters for small group discussion CTools Folder: Chronic Illness
June 11	Health behavior change: Assessing individual readiness. From theory to practice. <i>Reducing</i>	Chapters 5 and 6 in text.

	<p><i>resistance regarding health behavior change; Understanding stages of readiness and motivational interviewing.</i></p>	<p><u>Needles</u>; Read chapters 3, 4, 5 for small group discussion and application to Health behavior change lecture</p> <p><i>Chronic Illness Self Care and Motivational Interviewing assignments will be distributed and explained. Attendance strongly encouraged.</i></p> <p><i>Psychosocial assessment and genogram one on one.</i></p>
<p>June 18</p>	<p>Screening for depression and risk for suicide.</p> <p><i>Assignment due: Health behavior change</i></p>	<p>Review the following web sites and become familiar with the ICD-10 and DSM-IV.</p> <p>ICD-10: The International Statistical Classification of Diseases and Related Health Problems, tenth revision) a. http://www3.who.int/icd/currentversion/fr-icd.htm DSM-IV-TR® Diagnostic and Statistical Manual of Mental Disorders a. http://www.psychiatryonline.com/dsmLibrary.aspx</p> <p><u>Needles</u>; chapters 6 & 7</p> <p><i>Be prepared to role play motivational interviewing techniques Related to chronic illness self care assignment.</i></p>
<p>June 25</p>	<p>Creating, Implementing and Evaluating Wellness Programs in Organizations</p> <p><i>Assignments due: Chronic illness selfcare & Psychosocial assessment and genogram</i></p>	<p><u>Needles</u>: <i>complete the book and be prepared to discuss.</i></p>
<p>July 2</p>	<p>The use of mass media in health promotion and preventative efforts.</p> <p><i>Assignment due; Needles Essay responses</i></p>	<p>CTools readings posted under resource tab “Mass Media and Health Promotion”</p> <p>Group project discussed and assigned</p>

July 9	Ethical dilemmas in health care at large; a patient’s right to consent, assent and dissent. A look at pediatric and adult patient rights.	CTools Folder “Health Care Reform” CTools readings posted under “Resource tab” for Ethical Dilemmas.
July 16	Overview of Health Care Reform <i>Assignment due: Pediatric autonomy and ethics</i>	CTools folder. Bring essay responses to class for small group discussion.
July 23rd	<i>Group Health Media presentations due</i>	<u><i>Present group health media presentation to class</i></u>