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 48 hours for a response.

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 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. 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**

**Format of Papers & Essay Responses**

Use APA style guide for papers. All papers should be doubled spaced, with a 12-point font and 1inch 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Progress Check #1: Screening for domestic violence, what to look for, what to ask and screening for lethality</td>
<td>10 points</td>
</tr>
<tr>
<td>Screening and Interventions for domestic violence</td>
<td>5 points</td>
</tr>
<tr>
<td>Screening and Interventions for child abuse</td>
<td>10 points</td>
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<tr>
<td>Health behavior change</td>
<td>10 points</td>
</tr>
<tr>
<td>Chronic illness self care exercise</td>
<td>25 points</td>
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<tr>
<td>Chronic Illness Psychosocial Assessment / Genogram</td>
<td>15 points</td>
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Essay response on Needles

Class Participation: role plays

2. COURSE MATERIALS


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.

3. COURSE SCHEDULE

<table>
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<tr>
<th>Date</th>
<th>Class Content</th>
<th>Readings and Assignments</th>
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| 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. |
| May 21 | Screening and interventions for domestic violence  
Screening and interventions for child abuse. | CTools site under “Resource tab” in the Domestic Violence folder.  
*Be prepared to participate in role plays of screening and assessment scenarios related to domestic violence. Participation grade noted.*  
CTools site under “Resource tab” in the Child Abuse folder.  
*Be prepared to participate in small group case studies on child abuse.* |
| **June 4th** | Chronic illness: Promoting adaptation through interpersonal, organizational and environmental interventions.  
*Progress Check #1: Screening for domestic violence, what to look for, what to ask and screening for lethality* | Chapters 1, 2 in text.  
*Needles: Read first 2 chapters for small group discussion*  
CTools Folder: Chronic Illness |
| --- | --- | --- |
| **June 11** | Health behavior change: Assessing individual readiness. From theory to practice. *Reducing resistance regarding health behavior change; Understanding stages of readiness and motivational interviewing.* | Chapters 5 and 6 in text.  
*Needles: Read chapters 3, 4, 5 for small group discussion and application to Heath behavior change lecture*  
*Chronic Illness Self Care and Motivational Interviewing assignments will be distributed and explained. Attendance strongly encouraged.*  
*Psychosocial assessment and genogram one on one.* |
| **June 18** | Screening for depression and risk for suicide.  
*Assignment due: Health behavior change* | Review the following web sites and become familiar with the ICD-10 and DSM-IV.  
ICD-10: The International Statistical Classification of Diseases and Related Health Problems, tenth revision)  
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<tr>
<th>Date</th>
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<th>Notes</th>
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<tr>
<td>June 25</td>
<td>Creating, Implementing and Evaluating Wellness Programs in Organizations</td>
<td>Needles: chapters 6 &amp; 7 Be prepared to role play motivational interviewing techniques Related to chronic illness self care assignment.</td>
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<td>Assignments due: Chronic illness selfcare &amp; Psychosocial assessment and genogram</td>
<td>Needles: complete the book and be prepared to discuss.</td>
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<td>July 2</td>
<td>The use of mass media in health promotion and preventative efforts.</td>
<td>CTools readings posted under resource tab “Mass Media and Health Promotion”</td>
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<td>Assignment due; Needles Essay responses</td>
<td>Group project discussed and assigned</td>
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<td>July 9</td>
<td>Ethical dilemmas in health care at large; a patient’s right to consent, assent and dissent. A look at pediatric and adult patient rights.</td>
<td>CTools Folder “Health Care Reform” CTools readings posted under “Resource tab” for Ethical Dilemmas.</td>
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<td>July 16</td>
<td>Overview of Health Care Reform</td>
<td>CTools folder. Bring essay responses to class for small group discussion.</td>
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<td>Assignment due: Pediatric autonomy and ethics</td>
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<td>July 23rd</td>
<td>Group Health Media presentations due</td>
<td>Present group health media presentation to class</td>
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