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I welcome your questions in and outside of the time we are actually meeting for class and encourage you to email me with any questions (I answer emails Mon –Fri).When you email me please put SW 699 in the subject line and allow 24 hours for a response.

I am committed to helping you learn and be successful in this course. If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me prior to the first quiz to discuss reasonable accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

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:

The objectives for this course are outlined below along with corresponding CSWE Practice Behaviors. You will be provided with a copy of the CSWE Competencies and Practice Behaviors during our first class together and I will reference this throughout the semester to help highlight the intersection between what we are covering and the practice behaviors you are learning.

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. (CSWE Competencies & Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS, 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS, 10.d.IP, 10.d.CO, 10.d.SPE, 10.d.MHS)
2. Participate as an interdisciplinary team member; engage in case advocacy and coordination and in case conferencing and collaboration. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)
3. Assess and conduct psychosocial health risk/strengths assessments of individuals, families, groups or communities along a continuum of care. (Practice Behaviors 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
4. Demonstrate understanding of the current ICD system assessment process. (Practice Behaviors 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
5. Plan, implement and evaluate culturally and gender sensitive individual, family, group, community and organizational interventions focused on prevention, treatment and/or rehabilitation. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS, 10.d.IP, 10.d.CO, 10.d.SPE, 10.d.MHS)

6. Apply knowledge of selected managerial practices to issues of supervision, staff development, and administration in health care social work practice. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS)
7. Build partnerships with key health constituencies for the purposes of health promotion, disease prevention and elimination of health disparities. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)
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. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
9. Incorporate social work values and ethical principles in planning, developing and implementing health care social work interventions. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS)

4. Course Design:

The course will include lectures, student led discussions, small group exercises, individual and group projects, written assignments and guest speakers. This class is designed to be highly interactive and I strive to pull in examples from my clinical and management experiences to highlight how the information we are covering can be applied within your field placement and future career.

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.

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 Focuses 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 pre-assigned small group exercises and/or discussions is expected.** If you are unable to make a class please notify me by email prior to the class. If the class you will be missing happens to fall on a day when you are assigned a role play or discussion leads it *is your responsibility* to identify a classmate who can/will switch with you and to inform me in the email of who that person is.

Regardless of what direction in the field your career takes you, it is imperative that you have strong communication skills and the ability to engage others in thoughtful dialogue. Therefore, I have assigned each of you an opportunity to practice this skill either as a discussion leader or a role play participant and I hope you will put forth as much effort as you can muster in these roles. To assist with discussion leads, I have identified the first “prompting” dialogue question for the session and I anticipate that you will have two or three other prompting questions. We will begin each class with 10 – 15 minutes of reflection and interactive discussion of the assigned novels led by you.

Missing more than two classes, with out extenuating circumstances, will result in your grade being lowered by one half grade.

Assignments: All assignments except for the final group project are submitted into the CTools site via pasting your work “in-line”. Late assignments are not accepted nor are assignments by email. All assignments are due before the start of class.

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

COURSE ASSIGNMENTS

- 1) Culturally Competent Social Worker Self-Assessment (5 points)
- 2) Video Role Play #1: Screening for domestic violence, what to look for, what to ask and screening for lethality (5 points)
- 3) Video Role Play # 1: Self Critique: (5 points)
- 4) Seven Domains of Cultural Competence in Service Delivery Assessment - based on your field placement. (10 points)
- 5) Chronic Illness Self Care Exercise - Live a Week With a Chronic Illness (25 points)
- 6) Video Role Play #2: Motivational Interviewing (10 points)
- 7) Video Role Play # 2: MI Self Critique: (5 points)
- 8) Organizational SWOT Analysis - based on your field placement (10 points)
- 9) Mass Media Health Promotion Campaign Group Assignment (20 points)
- 10) Co-leading class discussions related to Needles/ Spirit Catches You (5 points)

2. COURSE MATERIALS

CTOOLS SITE:

You have been given access to the course CTools site which has been designed to serve as a primary resource for you in this course. For each class a folder of materials and resources necessary *for review before* class has been developed and can be found under the “resource tab.” Additionally, all assignment due dates are noted on the electronic calendar in CTools. You can also track your grade throughout the semester on the electronic grade book.

REQUIRED BOOKS:

Books can be easily ordered on Amazon.com for under \$20 a piece.

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

Needles; A Memoir of Growing Up with Diabetes (1998) Dominick, Andrea. Touchstone Edition 2000

The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures (2012) Fadiman, Anne. Published by Farrar, Straus ISBN 0-374-26781-2

ARTICLES Additional required readings are available on the Course Tools site (along with other websites/resources and videos for each class).

3. COURSE SCHEDULE

Date	Class Content and Assignments Due	Class Preparation and Large Group Reading Discussion Topics
Class 1 9/4	Introductions Review syllabus/assignments Lecture: Racial and ethnic disparities in health care in the US; Developing cultural competence in primary care health services.	<i>"Of all the forms of inequality, injustice in health care is the most shocking and inhumane."</i> --Martin Luther King, Jr. NASW Code of Ethics. CSWE Competencies & Practice Behaviors. Spencer, M.S. (2008). Guest editorial: A social worker's reflections on power, privilege, and oppression. <i>Social Work</i> , 53, 99 – 101.

<p>Class 2 9/11</p>	<p>Screening and interventions for domestic violence. ICD system in assessment.</p> <p>Assignment Due: Culturally competent social worker self assessment. Post on CTools under Assignment Tab.</p>	<p>Review all readings in C Tools site under “Resource Tab” in the Domestic Violence and Child Abuse folders.</p> <p>Paulk, D. (2000) Recognizing child abuse and neglect. JAAPA Vol. 13, No. 11 pages 65-73.</p> <p>Be prepared to participate in role plays of screening and assessment scenarios related to domestic violence. Participation grade noted.</p>
<p>Class 3 9/18</p>	<p>In class video Role Play #1: Screening for domestic violence, what to look for, what to ask, safety planning</p> <p>Guest speaker(s) from Safe House invited to discuss funding, program development and service delivery model.</p>	<p><u>Spirit:</u> Read the first 3 chapters for small group discussion led by <i>Ariana and Clare</i></p> <p>At the beginning of Chapter Two, Fadiman tells the story of a Hmong student who gave an oral report on Fish Soup. What is the concept of "fish soup," and how is it reflected in the book itself?</p> <p>Like most Hmong refugees, Lia’s parents have their doubts about the efficacy of Western Medical techniques and did not want to give Lia her medicine. Does this equate to child abuse?</p>
<p>Class 4 9/25</p>	<p>Health behavior change: Assessing individual readiness. From theory to practice. Understanding stages of readiness for change and motivational interviewing.</p> <p>Assignment Due: Seven domains of cultural competence framework assessment</p> <p>Chronic Illness Assignment Distributed.</p>	<p><u>Health Behavior Change; A Guide for Practitioners</u> Ch 1 - 4</p> <p><u>Needles:</u> Read first 2 chapters for small group discussion led by both <i>Jacqueline T ‘s</i></p> <p>In what ways is Andies knowledge and understanding about diabetes minimized or ignored by the “professionals”?</p> <p><u>Spirit:</u> Read chapters 3 and 4 for small group discussion led by <i>James</i></p> <p>What do traditional Hmong consider their most important duties and obligations? What do American doctors consider <i>their</i> most important duties and obligations?</p>

<p>Class 5 10/2 10/2</p>	<p>Assignment Due: Chronic Illness Self Care Video Role Play #2: Motivational interviewing based on chapter 5 in the text.</p>	<p><u>Health Behavior Change; A Guide for Practitioners Ch 5-6</u></p> <p>Oyserman, D., etl (2007) Identity based motivation and health. Journal of Personality and Social Psychology, 93-1011-1027.</p> <p><u>Needles:</u> Read chapters 3, 4 and 5 for small group discussion led by <i>Claire</i></p> <p>What are examples of when Andie outwardly complies with the “doctor/hospital game” yet is not truly motivated to change her health behaviors?</p> <p><u>Spirit:</u> Read chapters 3, 4 and 5 for small group discussion led <i>Lakeita</i></p> <p>How does hospitalization of a child take the autonomy of a parent away?</p> <p>World Health Organization. (2014). <i>About the Global Burden of Disease (GBD)</i> http://www.who.int/healthinfo/global_burden_disease?metrics__daly/en/</p>
<p>Class 6 10/9</p>	<p>Supervisory Skills: Coaching for employee success (in class practice/participation noted)</p> <p>Assignment Due: Video Role Play # 2: MI Self Critique:</p>	<p><u>Health Behavior Change; A Guide for Practitioners Ch 7-8</u></p> <p><u>Needles:</u> Read chapters 6, 7, 8 for small group discussion led <i>Kimberly</i></p> <p>Diagnosis of a chronic disease, such as diabetes, is described as the “end of childhood bliss”. How was this shown symbolically in the book?</p> <p><u>Spirit:</u> Read chapters 6, 7, 8 for small group discussion led <i>Janessa</i></p> <p>In Chapter Eight, after describing Foua's competence as a mother and farmer in Laos, Fadiman quotes her as saying, "I miss having something that really belongs to me." What has Foua lost? Is there anything that still "really belongs" to her?</p>

<p>Class 7 10/16</p>	<p>Supporting staff and avoiding burnout; What future managers need to know.</p> <p>Panel of experienced social work supervisors in health care invited to discuss issues and methods in social work supervision and management.</p>	<p><u>Needles:</u> Read chapters 9,10,11 for small group discussion led by <i>Preethi</i></p> <p>The act of care giving doesn't end emotionally when a loved one dies. How was this illustrated in the novel?</p> <p><u>Spirit:</u> Read chapters 9,10,11 for small group discussion led by <i>Patrice</i></p> <p>How does the treatment of Lia's family by the physicians who see them as "being noncompliant" add to their stress as well as their desire to increase their use of traditional medicine?</p> <p>The only American who fully won the Lees' trust was Jeanine Hilt, their social worker. Why did Jeanine succeed where so many others had failed?</p>
<p>Class 8 10/23</p>	<p>The use of mass media in health promotion and preventative efforts.</p> <p>Because November is American Diabetes Month (and the author of <u>Needles</u> chronicles living with diabetes) we will analyze the new health campaign "Small Steps. Big Rewards. Prevent type 2 Diabetes".</p> <p>Discussion of group assignment on mass media health campaigns.</p>	<p><u>Needles:</u> Read chapters 12, 13, 14 for small group discussion led by <i>Ghask</i></p> <p>Andie states about her doctor "I can barely see him, but I nod because I know there is compassion in his eyes. How does she know this? Do you think minors are capable of knowing this?"</p> <p><u>Spirit:</u> Read chapters 12, 13, 14 for small group discussion led by <i>Lori</i></p> <p>What does the author mean in chapter 13 when she states "calling Lia a vegetable was just one form of avoidance?"</p> <p>Review before class http://ndep.nih.gov/partners-community-organization/campaigns/family-history/index.aspx</p> <p>http://www.diabetes.org/in-my-community/programs/american-diabetes-month/</p>

<p>Class 9 10/30</p>	<p>Community health promotion efforts: How to conduct a SWOT analysis to assess organizational effectiveness and funding eligibility.</p>	<p><u>Needles:</u> Read chapters 15, 16 for small group discussion led by <i>Madeline</i> Why did Andie think she was destined to be alone like her sister? How do belief systems influence health behavior choices?</p> <p><u>Spirit:</u> Read chapters 15, 16 for small group discussion led by <i>Michael</i></p> <p>What does the author mean when she refers to the Hmong’s “resistance” not as unethical but rather “differently ethical”?</p> <p>CDC. <i>Rising Tide of Diabetes Among Asian Americans</i> and <i>Rising Tide of Diabetes Among Pacific Islanders</i> podcasts. Available at http://www.cdc.gov/podcasts.</p>
<p>Class 10 11/6</p>	<p>Aging well in LGBT communities: Community Based Programs and Services.</p> <p>Guest speaker(s) invited.</p> <p>Assignment Due: Organizational SWOT Analysis (based on your field placement)</p>	<p>Review the National Resource Center on LGBT Aging http://www.lgbtagingcenter.org/index.cfm</p> <p>Review the Geriatric Social Worker Initiative http://www.gswi.org/</p>
<p>Class 11 11/13</p>	<p>Workplace health promotion Guest speaker invited</p>	<p>Review CTools folder</p>
<p>Class 12 11/20</p>	<p>Integrative and commentary interventions and best practices in social work oncology</p>	<p>Review CTools folder</p> <p>Groups 1 – 2 present on mass media campaign</p>
<p>Class 13 12/4</p>	<p>Last class</p>	<p>Groups 3 – 5 present on mass media campaign</p>