1. COURSE DESCRIPTION

This course teaches practice models and multi-level methods of intervention for preventive social work practice in health care, including general health promotion and prevention of specific disorders of known cause. Examples of topics covered include health education, screening and early intervention, improvement of pregnancy outcome, promotion of child health and safety, promotion of adolescent health, workplace health promotion, and promotion of healthy aging. Culturally competent and gender-specific interventions are a major emphasis of the course, as are special issues for the poor and other groups who have been subject to oppression and discrimination.

2. COURSE CONTENT

This course will provide students with models and methods for the promotion of positive health behavior and the prevention of disease. Assessment and intervention strategies for use in health care social work practice at the individual, family, group, programmatic, and societal levels will be addressed. The course will emphasize the integration of micro and macro methods through the use of comprehensive models in which students learn to make social, epidemiological, behavioral, environmental, educational, organizational, administrative and policy diagnoses with an emphasis on health risk/strengths assessment and capacity-building. Students will learn how to plan, develop, and implement appropriate research-supported interventions and programs based on assessment and goal setting, and will learn to use relevant research to monitor and evaluate outcomes. A major focus of the course will be gender-specific and culturally competent preventive interventions with and for groups who have been subject to discrimination, such as people of color, all women, lesbian/gay/bi/transgender people, the aged, and people with disabilities.
3. **COURSE OBJECTIVES**

Students who complete this course will be able to:

1. Conduct risk/strengths health assessments of individuals, families, groups, and communities along a continuum of care.

2. Plan and implement culturally competent, gender-specific individual, family, group, programmatic, and community-based capacity building interventions for the purposes of health promotion and disease prevention.

3. Work effectively within communities:
   
   a) Build partnerships with key neighborhood and community organizations and institutions for the purposes of health promotion and disease prevention.

   b) Engage in advocacy, community organizing, social action, and legislative, policy and regulatory approaches to promote health and prevent disease and to overcome poverty, oppression, discrimination, and other barriers to equity, access and quality of care.

4. Incorporate social work values and ethical principles in planning, developing and implementing preventive interventions.

4. **COURSE DESIGN**

The course will include lectures, discussion, small group exercises, individual and group projects and written assignments, and guest speakers.

5. **RELATIONSHIP TO FOUR CURRICULAR THEMES**

- *Multiculturalism and Social Diversity* is addressed throughout the course and is highlighted in content related to culturally competent and gender-specific preventive interventions and programs.

- *Social Justice and Social Change* is addressed in content on risk assessment and capacity building, advocacy, community organizing, social action, and legislative, policy, and regulatory approaches to overcome the effects of poverty, oppression, discrimination, and other barriers to equity, access and quality of care.

- *Behavioral and Social Science Research* is presented throughout the course and includes findings from evaluation 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/Rehabilitation is addressed throughout the course in content on methods and models of intervention for health promotion and disease prevention and through examination of how promotion and prevention can be integrated into traditional services of treatment and rehabilitation.

6. 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 is 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

Instructor will assign students to five groups the first day of class. Four of the five groups (International Research Groups) will be assigned to represent one of the international continents in chapters 8-11 of the class text. One group (International Funding Group) will be assigned to represent an international or national organization that provides international funding for programming and research projects.

International Research Groups

- Read chapters 8-11
- Assess and analyze your group chapters
- Research the continent and identify a major current health dilemma
- Research programming efforts in the continent that currently exist, how could they be modified or improved?
- Develop outline for health promotion program based on data, literature and “best practices”
- Develop 20 - 30 minute interactive proposal to present to International Funding Group to receive funds
- Present proposal in class on 8/3

International Funding Group

- Read chapters 8-11
- Assess and analyze needs, issues and ideas presented
- Determine actual funding organization you will represent (Example: World Health Organization)
- Research organization history, goals, mission, and budget; prepare an outline for the class
• Make sure all continents are eligible to request funding from organization selected
• Gather additional information needed about specific countries as needed
• Develop 15 -20 minute presentation about organization, funding guidelines
• Present your organization to the class on 6/19
• Be prepared to make decision about which country will receive funding on 8/10
• Be able to justify decision based on:
  • Organizational mission and goals
  • Pertinent information regarding the proposals:
    Content
    Depth of knowledge
    Creativity
    Professionalism
  • Pertinent information regarding the country and the health issue in the proposal:
    Needs of the continent/country
    Prevalence of issue
    Severity of issue
    Target group
    Potential for community participation
    Potential for partnerships
    How it will be evaluated
    Potential durability of program

Term Paper & Presentation

Term Paper: The term paper will consist of two parts and is due on June 19th
Late papers will automatically receive a B.

Part 1 - Problem/Needs/Theory – 4-5 pages: This will be the first section of the paper. For this section you will:

• Select your health issue
• Explain the health issues (behaviors, risks, prevalence, severity, representative populations)
• Discuss relevant social and cultural factors influencing the health issues
• Discuss your target group and their health education and program intervention needs.
• Identify and support your theoretical underpinnings.

Part 2 – Program and Evaluation Plan – 4-5 pages: Part 1 and 2 will be handed in as a whole paper (8-10 pages) on June 12th. For this section you will:

• Explain you program plan, justifying your decisions based on the information in section one
• Talk about how you have utilized the theoretical underpinnings in your program planning and how you will utilize them in your implementation
• Discuss your plan for evaluation, how you will implement your evaluation plan and the tools you will be using based on best practices.
• Discuss your thought on potential outcomes of your programming and the strengths/weakness of your entire plan from the problem through the evaluation.

Journal

There are two journal “reflections” (5% total). Late journals will not be accepted.

Format of Papers & Expectations

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. 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.

Grading

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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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| A+    | 100-97     | All format & APA guidelines are met  
Comprehensive understanding of content is exhibited  
Critical analysis, creativity and insight are incorporated  
Best practices are incorporated and referenced |
| A     | 96-94      | Meet all of the above criteria, but to a lesser degree |
| A-    | 93-90      | Meet all above criteria, but to a lesser degree |
| B+    | 89-87      | All format & APA guidelines are met  
Comprehensive understanding of context is exhibited |
| B     | 86-84      | Most format & APA guidelines met  
Adequate understanding of content is exhibited |
| B-    | 83-80      | Most format & APA guidelines are met  
Baseline understanding of content is exhibited  
Demonstrated potential for adequate understanding |
| C     | 79-70      | Most format & APA guidelines are met  
Minimal understanding of content is exhibited  
Not demonstrating potential for adequate understanding |
| E     | 69         | Not able to exhibit minimal understanding |
Semester grade will be based on the average of all numerical grades, based on the following weighting:

- **Group Project** 30%
- **Paper** 50%
- **Journal** 5%
- **Small group presentations** 10%
- **Class Participation** 5%

7. **COURSE MATERIALS**

**TEXT** Available at Ulrich’s


**ARTICLES** Available on line or in the library on electronic reserve


### 8. COURSE SCHEDULE

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<thead>
<tr>
<th>Class 1</th>
<th>Class Content</th>
<th>Readings and Assignments</th>
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</table>
| (May 8<sup>th</sup>) | Introductions
Review Syllabus/Assignments
Lecture: Health Promotions
Diversity | Ch. 2 and Article #1
Group 1: Provide an overview of case illustration from Ch. 2 and apply the case to the Social Change Theory/Model on page 33
Journal 1: Based on your chapter and article readings for this week describe why community health promotion should be both a “science and an art” |

| Class 2  | Social Change Theory                  | Ch. 2 and Article #1
Group 1: Provide an overview of case illustration from Ch. 2 and apply the case to the Social Change Theory/Model on page 33
Journal 1: Based on your chapter and article readings for this week describe why community health promotion should be both a “science and an art” |
| (May 15<sup>th</sup>) | (class starts at 9:00 a.m. today only) | Group 1: Provide an overview of case illustration from Ch. 2 and apply the case to the Social Change Theory/Model on page 33 |
|         | Guest speaker invited from the M-Fit Health Promotion Program | |

| Class 3  | Assessing Commodities and Organizing Health Promotion Partnerships | Chs. 3 and 4
Group 2: Provide an overview of case illustration from Ch. 3. |
| (May 22<sup>rd</sup>) | Guest speaker(s) invited. | Group 3: include an overview of the Washtenaw County Health Improvement Plan (HIP) on the Washtenaw County Public Health Department web site www.ewashtenaw.org |

| Class 4  | Mass Media & Health Promotion        | Ch. 5 and Article #3
Journal 2: Describe social work or public health role in promoting health literacy and advocacy. |
<p>| (June 5&lt;sup&gt;th&lt;/sup&gt;) | | Group 4: Identify examples of media/health campaigns that have been effective. |</p>
<table>
<thead>
<tr>
<th>Class 5 (June 12th)</th>
<th>Evaluating Community Health Programs</th>
<th>Chs. 6 and Ch. 7; Article #4 Paper Due</th>
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<tbody>
<tr>
<td>(8:30 -9:30 Group Time)</td>
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<tr>
<td>Class 6</td>
<td>Class Content</td>
<td>Readings and Assignments</td>
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<tr>
<td>(June 19th)</td>
<td>International Health Promotion Efforts Group project planning time (last hour 8:30-9:30)</td>
<td>Chs. 8, 9, 11 International Funding Group: Present an overview of your organization to the class. Funding Group: Present overview of Evaluation Strategies highlighted in article #5</td>
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<thead>
<tr>
<th>Class 7</th>
<th>Group Presentations</th>
<th>All 4 International Research Groups Present followed by the International Funding Group Decision Making Time</th>
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<tbody>
<tr>
<td>(June 26th)</td>
<td>Advocating for International Program Funding</td>
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<tr>
<th>Class 8</th>
<th>Group 5: Present an overview of article #7 &amp; provide other examples of programs (in our state) that have developed strong community partnerships.</th>
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<tr>
<td>(July 3rd)</td>
<td>Group 5: Present an overview of article #7 &amp; provide other examples of programs (in our state) that have developed strong community partnerships.</td>
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<tr>
<th>Class 9</th>
<th>Public and Private Health Partnerships</th>
<th>Ch. 12 and Articles #6 and #7 Funding Group presents Decision</th>
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<tr>
<td>(July 10th)</td>
<td>Public and Private Health Partnerships</td>
<td>Ch. 12 and Articles #6 and #7 Funding Group presents Decision</td>
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