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. 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. RELATIONSHIP OF THE COURSE TO CURRICULAR THEMES

| Theme Relation to Multiculturalism & 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. |
| Theme Relation to Social Justice: | 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. |
| Theme Relation to Promotion, Prevention, Treatment & 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. |
| Theme Relation to 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. |
| 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

6. COURSE REQUIREMENTS

A. 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.

B. Attendance and Participation

Attendance at all classes is required. Please let me know in advance if there is an urgent situation and you must miss a class or part of a class. More than two absences from a class or part of a class may result in a lower grade. You are responsible for obtaining lecture notes and handouts from your classmates if a class is missed. You are expected to complete the assigned readings prior to class each week and to be prepared to discuss them in class. Class participation, as evidenced by your regular attendance and active participation in class discussions, exercises, and other activities, will count for 10% of your grade. In consideration of your classmates, please arrive on time and remember to turn off your cell phone. Please do not text-message, read your e-mail, surf the Internet, etc. during class. If you are on call, please let me know in advance and set your pager to vibrate.

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.

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

C. Assignments

Brief Exams. Three brief essay exams will be held in class on June 7, July 12, and August 2. Each exam will consist of questions based on the course readings, lectures, and videos. Each exam will count for 15% of the course grade.

Proposal, Presentation, and Research Paper/Case Analysis/Alternative Project. Detailed instructions will be provided in a separate handout and posted on CTools. A brief proposal for your research paper/case analysis or alternative project will be due on May 24 (10% of grade). You will also be asked to make a brief presentation based on your proposal to the class (10% of course grade). The final product will be due on July 26 (25% of course grade).

D. Grading

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguish the
degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

8. REQUIRED TEXT AND ARTICLES


Required articles are available through the University Library's Electronic Journals (http://www.lib.umich.edu/ejournals/) and on our course website in CTools.

9. COURSE CALENDAR AND ASSIGNED READINGS

This schedule is preliminary; any changes in the topics or reading assignments will be announced in class and on CTools.

May 10: Introduction


May 17: Overview of Preventive Intervention


May 24: Screening and Assessment


May 31: Memorial Day—NO CLASS

June 7: Selected Intervention Strategies


June 14: Case Management; Services for Women and Children


June 21: Self-Help, Mutual Aid, and Social Support


June 28: Community-Based Health Promotion


**July 5: Independence Day Celebrated—NO CLASS**

**July 12: Promoting Quality of Life for Persons with Chronic Illness**


**July 19: Communication, Supervision and Staff Development in Health Care Organizations**


**July 26: Interventions with Older Adults**


**August 2: End-of-Life Care**


