S.W. 699--Section 2

SOCIAL WORK PRACTICE IN HEALTH CARE 

WINTER, 2001

Location: Room FAC #5
(555 S. Forest at S. University)

Instructor: Chris Henrickson, ACSW, BCD
Office: 2764 SSW Bldg., OR
D2202 Medical Professional Building, Box 0718
(Medical campus)

Phone: 764-3132
E-mail: chrisgh@umich.edu

Class Meeting Time: 
Tuesdays, 11:00 am - 2:00 pm

Office Hours: by appointment only

COURSE DESCRIPTION

This course will provide students with models and methods for effective social work practice in health care, including the promotion of positive health behavior, the prevention of disease, the provision of comprehensive and effective treatment when illness does occur, and promotion of optimal adaptation to acute and chronic illness. Assessment and intervention strategies for use in health care social work practice at the individual, family, group, programmatic, organizational, and societal levels will be surveyed. The course will emphasize a conceptual model where students will learn to make social, epidemiological, behavioral, environmental, educational, organizational, administrative and policy diagnoses, with an emphasis on health risk-strength assessment and capacity-building. Integral elements of the course will be practice issues associated with poverty, cultural, age- and gender-related competence, and interventions with and for groups who have been subject to oppression and discrimination (such as people of color, all women, lesbian/gay/bi/trans-gendered people, the aged, and people with disabilities).

COURSE SUMMARY AND EXPECTATIONS

This class will be conducted in a seminar format, where students are expected to be responsible for their own learning. This includes completing all assignments, readings, and fully participating in discussion. Class sessions will include a range of activities, including lectures, discussions, exercises, audiovisuals, guest speakers, and student presentations. These will be integrated at various points in the semester to facilitate a better understanding of the course content.

Participation in class is an essential means of every student contributing to the learning of the entire group. Students are expected to help each other by demonstrating respect toward others. Constructive discussion and debate is focused upon ideas--not upon people.

If a student foresees or encounters an emergency (e.g., illness, jury duty, funerals) that would delay submission of an assignment, s/he must contact the instructor promptly and arrange for an extension. The instructor would also appreciate notice in advance of planned absences. In such cases, students will need to arrange procurement of information missed.
GRADING EXPECTATIONS

Grades will be based upon three (4) components: two written assignments will account for 90% of the grade as follows: 30% first assignment, 60% second assignment; and 10% for class participation. The final grade for the course will be computed from the numerical grades from these three (3) components and converted into a letter grade using the following scale:

- A+ = 97-100
- B+ = 87-90
- C+ = 77-80
- D = 60-69
- A = 94-96
- B = 84-86
- C = 74-76
- F = 00-59
- A- = 91-93
- B- = 81-83
- C- = 70-73
- I = Incomplete

Description of the written assignments is separate and will be distributed later. Written assignments are due at the beginning of class on the assigned dates. Any students having difficulty with assignments should contact the instructor at the first sign of trouble. Assignments are designed to encourage exploration, deliberation and critical thinking. Clear communication and coherence of ideas, the integration of course concepts, and creativity are critical elements that will be considered in the evaluation of the paper. Students are encouraged to start early on assignments to allow for opportunity for refinement.

Assignments turned in late (i.e., at the end of class of the due date or after) will have grades lowered for each late day.

There will be no final exam for this course.

COURSE OBJECTIVES

Students who complete this course are expected to be able to:

1. Conduct risk-strength health assessments of individuals, families, groups, organizations, and communities along a continuum of care.

2. Plan and deliver culturally competent, age- and gender-specific individual, family, group, organizational, programmatic, and community-based capacity-building interventions:
   a) for the purposes of health promotion and disease prevention, and
   b) for treatment, rehabilitation or continuing care, including self-help and mutual aid, support for caregivers, and brief interventions.

3. In conjunction with other courses and practicum experience, identify and perform the essential roles and tasks of the professional social worker in health organizations:
   a) assess, implement, and promote cultural competence in programs and organizations;
   b) participate as an interdisciplinary team member, engage in case coordination and advocacy, and engage in case-conferencing and collaboration;
4. Work effectively within communities and larger systems:
   
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 and discrimination and other barriers to equity, access and quality of care.

5. Incorporate and manage social work values and ethical principles in planning, developing and implementing interventions along the continuum of care.

**RELATIONSHIP TO THE FOUR CURRICULAR THEMES**

*Multiculturalism and Social Diversity* is addressed throughout the course and is highlighted in content related to culturally competent and gender-specific interventions, organizations, 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* will be found 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, disease prevention, treatment and rehabilitation in major catastrophic or chronic diseases, and promotion of optimal adaptation to acute and chronic illness.

**ASSIGNMENTS**

Assigned readings are expected to be completed prior to each session in order to maximize discussion in class. Students are encouraged to read ahead whenever possible. In addition, two written assignments will include:

1) conducting a comprehensive health assessment,
2) planning a multi-level, culturally competent, capacity-building intervention to deal with a specific issue in health promotion, prevention, treatment, and or rehabilitation and continuing care; and analysis of specific systemic, contextual resources, barriers, and cultural competence relevant to implementing the intervention you have designed. As above, further instructions for each of the written assignments will be provided by the instructor.

continued
REQUIRED TEXTS


4. Various articles in required reading can be found in the designated journal in the Social Work Library and through the Libraries on-line access (obtain instruction through the Social Work Library).

RECOMMENDED SUPPLEMENTAL TEXT


The schedule of readings is identified in the bibliography, which can be found on the following pages. Both required and supplemental readings are listed.

TOPIC SCHEDULE

| January 9 | Course Introduction and Begin Overview | March 6 -- | Acute, Emergent, and High-Tech Care (Tour?) |
| January 16 | Health Care Overview | March 13 -- | Acute, Emergent, and High-Tech Care; Termination of Service |
| January 23 | Conceptual Frameworks | March 20 -- | Managing Chronic Illness | Guest Lecture |
| January 30 | Health Assessment I | March 27 -- | Rehabilitation and Continuing Care | Guest Lecture |
| February 6 | Health Assessment II | April 3 -- | Terminal Illness/End of Life Care |
| February 13 | Health Promotion and Prevention | Guest Lec (?) | April 10 -- | Administration and Policy | Assign. 2 Due |
| February 20 | Community-Based Primary Care | Assign. 1 Due | April 17 -- | Ethics and Future Practice Directions |
| February 27 | No class: Spring break | April 18 - 24 | Exam Week |

continued
COURSE BIBLIOGRAPHY AND READING SCHEDULE BY DATE

January 16 SOCIAL WORK IN HEALTH CARE: AN OVERVIEW

Required Reading (all in the Coursepack)


Supplemental Reading


January 23: CONCEPTUAL FRAMEWORKS FOR SOCIAL WORK PRACTICE IN HEALTH CARE

Required Reading


continued
January 30: HEALTH ASSESSMENT (I)

Required Reading


February 6: HEALTH ASSESSMENT (II)

Required Reading


February 13: HEALTH PROMOTION, PREVENTION AND EARLY INTERVENTION

Required Reading


continued


**Supplemental Reading**


**February 20: COMMUNITY-BASED PRIMARY CARE**

**Required Reading**


Harper, K., Culturally-relevant health care service delivery for Appalachia, Chapter 4 in Julia, M., Multicultural Awareness in the Health Care Professions, Boston: Allyn and Bacon.


Waltman, G.H. Amish health care beliefs and practices. Chapter 3 in Julia, M., Multicultural Awareness in the Health Care Professions, Boston: Allyn and Bacon.

continued
**Supplemental Reading**


**February 27: NO CLASS – SPRING BREAK**

**March 6: ACUTE, EMERGENT, AND HIGH-TECHNOLOGY CARE (I)**

**Required Reading**


**Supplemental Reading**


**March 13: ACUTE, EMERGENT, AND HIGH-TECHNOLOGY CARE_(II)**

**Required Reading**


**Supplemental Readings**


March 20: MANAGING AND LIVING WITH CHRONIC ILLNESS


Supplemental Readings


March 26: REHABILITATION, CONTINUING CARE, AND ADVOCACY FOR PERSONS WITH CHRONIC CONDITIONS

Required Reading


continued

Supplemental Reading


April 3: TERMINAL ILLNESS AND END-OF-LIFE CARE

Required Reading


(Coursepack)


Supplemental Reading


April 10: ADMINISTRATION AND POLICY

Required Reading


Supplemental Reading


April 17: ETHICS AND FUTURE PRACTICE DIRECTIONS

Required Reading


Supplemental Reading

