SW 699, Section 001  
Social Work Practice in Health Care  
Winter, 2001  
Mondays: 2:00 p.m. – 5:00 p.m.  
3003 SEB

Instructor: Debra Mattison  
Phone (W): 734-712-2920  
(H): 734-995-3517 before 10:00 p.m.  
OH: Please feel free to make appointments with questions or concerns.

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, treatment, and rehabilitation. Examples of topics covered include health education, screening and early intervention, improvement of pregnancy outcome, child health and safety, adolescent health, women’s health, workplace health promotion, prevention, treatment and rehabilitation in major catastrophic or chronic diseases such as cancer and cardiovascular disease, promotion of healthy aging, and promotion of optimal adaptation to chronic illness through interpersonal, organizational, community and environmental interventions. 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.

Course Content

This course will provide students with models and methods for 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 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 addressed. The course will emphasize the integration of micro and macro methods through the use of comprehensive models such as PRECEDE (Predisposing, Reinforcing, and Enabling Causes in Educational Diagnosis and Evaluation) and PATCH (Planned Approach to Community Health), 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 interventions with and for groups who have been subject to discrimination, such as people of color, all women, lesbian/ gay/ bi/ transgendered people, the aged, and people with disabilities.
Course Objectives

Students who complete this course will be able to:

1. Assess the health risks and strengths of individuals, families, groups, organizations, and communities along a continuum of care.
2. Plan or plan and conduct culturally competent, gender-specific individual, family, group, organizational, and community-based capacity building interventions, for the purposes of health promotion and disease prevention, and for treatment and rehabilitation or continuing care.
3. Participate as an interdisciplinary team member, engage in case advocacy and coordination, and engage in case-conferencing and collaboration.
4. Apply knowledge of management and organizational theories and practices to address selected issues facing social work in health settings.
5. Build partnerships with key neighborhood and community organizations and institutions for the purposes of health promotion and disease prevention.
6. Plan or plan and engage in advocacy at both micro and macro to promote health and prevent disease and to overcome poverty, oppression and discrimination, and other barriers to equity, access, and quality of care.
7. Incorporate social work values and ethical principles in planning, developing, and implementing interventions along the continuum of care.

Course Design

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

Relationship to Four Curricular Themes

- “Multiculturalism and Social Diversity” is addressed throughout the course and are 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” 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 and 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 chronic illness.

**Relationship of This Course to Social Work Ethics and Values**

See course objectives 4.b. and 5.

**Source Materials**

**Books**


**Journals**

*Administration in Social Work*
*American Journal of Public Health*
*The Gerontologist*
*Health and Social Work*
Health Education Quarterly
Health Promotion
Journal of Adolescent Health
Journal of Community Health
Journal of Multicultural Social Work
Journal of Public Health Policy
Journal of School Health
Patient Education and Counseling
Public Health Reports
Social Work in Health Care
Women and Health

REQUIRED TEXT


Requested Articles: Required journal articles are either online (www.lib.umich.edu under “Electronic Resources”) & available for printing at on site UM computers or will be distributed as handouts in class as indicated.

Additional Reading

The amount of required text reading has been designed to provide you with a basic foundation while giving you freedom to individualize supplemental readings. YOU ARE EXPECTED AND ENCOURAGED TO DO LITERATURE SEARCHES AND ADDITIONAL READING IN AREAS OF PERSONAL INTEREST AND IN ORDER TO COMPLETE YOUR ASSIGNMENTS IN A THOROUGH MANNER.

Assignments and Grading

1. Readings are considered a foundation of the course and you will be expected to know the content of the readings and to incorporate this knowledge into your assignments. It is expected that assigned readings will be completed prior to each class (including the readings listed for each date) to enhance discussion and interaction. Other course content will be disseminated through lecture, discussion, and experiential activities.
2. Written assignments (Instructions will be outlined in separate handouts).

   A. 5-7 page paper February 12 20%
   B. 10-12 page paper April 9 35%
   C. Reading Journal ongoing 30%

3. In class participation will for 15% of your grade. Factors considered: attendance, completion of readings, sharing of pertinent information, participation in small group exercises/discussions. More details provided in “Assignments and Course Requirements.”

4. Out of fairness and respect for all class members, late receipt of work will result in a ½ letter grade deduction. Exceptions will be made only in RARE and COMPELLING situations. A specific plan for completion of missing work must be agreed to by the instructor and the students.

5. Final Grades will be letter grades defined by the School of Social Work as follows:

   **A grades**  Given for **exceptional performance** and **mastery** of the material. The use of A+, A, and A- should distinguish the degree of **superiority**. The grade of A should be given only on **rare** occasions.

   **B grades**  Given to students who demonstrate mastery of the material. B+ indicates performance just above the mastery level but not in an exceptional manner. B- indicates just below the mastery level.

   **C grades**  Mastery of the material is limited. C- is the lowest grade which carries credit.

   **D grades**  Indicate deficiency and carry no credit.

   **E grades**  Indicate failure and carry no credit.

   **DR**  Unofficial drop.

   **I:**  Incomplete when illness or other compelling reason prevents completion of work and there is a **definite plan** and **date** for completion approved by the instructor.

**Class Norms**

1. Attendance and participation are expected.
2. We will begin class promptly and resume class promptly after the designated break, based on mutually agreed upon times to be discussed in the first class session.
3. Approximately one-half to two-thirds of the class will be didactic presentation by the instructor or guest speakers. The remainder will consist of discussion and activities in which participation is encouraged and expected.
4. Other norms which may be important to the class will be discussed and incorporated.
January 8

#1 SOCIAL WORK IN HEALTH CARE: AN OVERVIEW

**Required Reading**


**Supplemental Reading**


January 15

NO CLASS – MARTIN LUTHER KING DAY

January 22

#2 CONCEPTUAL FRAMEWORKS FOR SOCIAL WORK PRACTICE IN HEALTH CARE

**Required Reading**

Green and Kreuter, Chapter 1.

Julia, Chapter 1.


1-6. *(Handout)*
January 29  
#3  

**HEALTH ASSESSMENT (I)**

**Reading Journal Due**

**Required Reading**

Green and Kreuter, Chapters 2 and 3.


Julia, Chapter 10.

February 5  
#4  

**HEALTH PROMOTION, PREVENTION AND EARLY INTERVENTION**

**Required Reading**


Green and Kreuter, Chapter 4.

Kerson, Chapter 4.

Julia, Chapter 2.
**Supplemental Reading**


Kerson, Chapter 2.

**February 12**  
**COMMUNITY-BASED PRIMARY CARE**

#5  

**Paper # 1 Due**

**Required Reading**


Green and Krueter, Chapter 5.

Julia, Chapters 3 and 4.


**Supplemental Reading**


**February 19:** **ACUTE, EMERGENT, AND HIGH-TECHNOLOGY CARE: PART 1**

#6

**Reading Journal Due**

**Required Reading**

Julia, Chapter 5
Kerson, Chapters 11 and 12.


**Supplemental Reading**


Kerson, Chapter 3.

February 26   **NO CLASS – SPRING BREAK**

March 5   **ACUTE, EMERGENT, AND HIGH-TECHNOLOGY CARE: PART 2**

*Required Reading*


work perspective. *Health and Social Work*, 22(2), 87-92. (Online)

Julia, Chapter 6.
Supplemental Reading


March 12

**MANAGING AND LIVING WITH CHRONIC ILLNESS: PART I**

Required Reading


Julia, Chapter 7.

Kerson, Chapters 6.

Supplemental Reading

Kerson, Chapter 7.


March 19

**MANAGING & LIVING WITH CHRONIC ILLNESS: PART II**

Required Reading

Mackelprang, R. W., & Salsgiver, R. O. (1996). People with disabilities and
social work: Historical and contemporary issues. *Social Work, 41*(1), 7-14. (Online)


Kerson, Chapter 24

Julia, Chapter 8

March 26

#10

**REHABILITATION, CONTINUING CARE, AND ADVOCACY FOR PERSONS WITH CHRONIC CONDITIONS**

Reading Journal Due

**Required Reading**

Kerson, Chapters 16, 17, 30.

Julia, Chapter 9.

**Supplemental Reading**


Kerson, Chapter 22.

April 2

#11

**TERMINAL ILLNESS AND END-OF-LIFE CARE**

**Required Reading**


Kerson, Chapters 14 and 33.

**Supplemental Reading**


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**April 9
#12**

**Paper # 2 Due**

**Required Reading**

Green and Kreuter, Chapter 6.


**Supplemental Reading**


April 16

Ethics and Future Practice Directions

Reading Journal Due

Required Reading


Green & Kreuter, Chapter 7.

Supplemental Reading


