S.W. 699--Section 1

SOCIAL WORK PRACTICE IN HEALTH CARE  SPRING/SUMMER, 2002

Location:  Instructor: Chris Henrickson, ACSW, BCD
Room 3003 SEB        Office: 2764 SSW Bldg., OR
                         D2202 Medical Professional Building, Box 0718
                         (Medical campus)
Class Meeting Time:    Phone: 764-3 132
Mondays, 8 a.m. – 12 noon    E-mail: chrisgh@umich.edu
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 four (4) components: two written assignments will account for 70%
of the grade as follows: 30% first assignment, 40% second assignment; 20% for group project;
and 10% for class participation. The final grade for the course will be computed from the
numerical grades from these four (4) components and converted into a letter grade using the following scale:

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<tr>
<th>Grade</th>
<th>Numerical Range</th>
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<tr>
<td>A+</td>
<td>99-100</td>
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<td>A</td>
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<td>A-</td>
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<td>B+</td>
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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 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.

Written assignments will be graded in three weeks.

**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

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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**

1. Assigned readings are expected to be completed *prior to each session* in order to actively participate in class discussion. Students are encouraged to read ahead whenever possible.

2. Two written assignments will include:
   a) conducting a comprehensive health assessment,
   b) 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.

3. Group Project:
   Students will form six teams (4 - 5 members each) where each team will present their work to the class. Group presentations will begin the week of June 3 and conclude on July 8th

Further detailed instructions for each of the assignments will be provided by the instructor.

**NOTES:**

continued
**READINGS**

**REQUIRED TEXTS**


**RECOMMENDED SUPPLEMENTAL TEXT**

Julia, Maria C. (1996). Multicultural Awareness in the Health Care Professions. Boston: Allyn and Bacon. *(You may be able to find this in the library on loan.)*

The schedule of readings is identified on the following bibliography. Both required and supplemental readings are listed.

**COURSE CALENDAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Course/Activity</th>
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<tbody>
<tr>
<td>May 6</td>
<td>Course Introduction, Health Care Ethics and Overview</td>
<td>June 17</td>
<td>Acute, Emergent, and High-Tech Care Team 3</td>
<td>Guest</td>
<td>Lecture Team 3</td>
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<td>May 13</td>
<td>Conceptual Frameworks Begin Health Assessment</td>
<td>June 24</td>
<td>Managing Disabling Illness: Rehabilitation and Recovery</td>
<td>Guest</td>
<td>Lecture Team 4</td>
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<tr>
<td>May 20</td>
<td>Health Assessment</td>
<td>July 1</td>
<td>Managing Chronic Illness: Continuing Care</td>
<td>Team 5</td>
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<td>May 27</td>
<td><strong>Memorial Day Holiday</strong></td>
<td>July 8</td>
<td>Terminal Illness/End of Life Care Team 6</td>
<td>Assign. 2</td>
<td>Due</td>
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<tr>
<td>June 3</td>
<td>Health Promotion and Prevention</td>
<td>July 15</td>
<td>Social Work Administration, and The Workplace</td>
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<td>June 10</td>
<td>Community-Based Primary Care</td>
<td>July 22</td>
<td>Research, Evaluation, and Future Practice Directions</td>
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<td>Guest Lecture</td>
<td><strong>Last Class</strong></td>
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<td>Team 2 Assign. 1</td>
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COURSE BIBLIOGRAPHY AND READING SCHEDULE BY DATE

May 6: SOCIAL WORK IN HEALTH CARE: HEALTH CARE PRACTICE OVERVIEW

Recommended Reading


May 13: CONCEPTUAL FRAMEWORKS FOR SOCIAL WORK PRACTICE P4 HEALTH CARE

Required Reading


continued

**Supplemental Reading**


**May 20: HEALTH ASSESSMENT**

**Required Reading**


**Supplemental Reading**


**May 27: NO CLASS. MEMORIAL DAY HOLIDAY**

**June 3: HEALTH PROMOTION, PREVENTION AND EARLY INTERVENTION**

continued
**Required Reading**


**Supplemental Reading**


**June 10: COMMUNITY-BASED PRIMARY CARE**

**Required Reading**

continued


**Supplemental Reading**


**June 17: ACUTE, EMERGENT, AND HIGH-TECHNOLOGY CARE**

**Required Reading**


**Supplemental Reading**


continued


**Supplemental Readings**


**June 24: MANAGING DISABLING ILLNESS OR INJURY: REHABILITATION, RECOVERY, AND ADVOCACY**

**Required Reading**


continued
Supplemental Readings


July 1: MANAGING CHRONIC ILLNESS: CONTINUING CARE

Required Reading


Supplemental Reading


continued


**July 8: TERMINAL ILLNESS AND END-OF-LIFE CARE AND TERMINATION OF SERVICE**

**Required Reading**


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**Supplemental Reading**


**July 15: ADMINISTRATIONS AND THE HEALTH CARE WORKPLACE** Required

**Reading**


**Supplemental Reading**


continued


**July 22: RESEARCH EVALUATIONS AND FUTURE PRACTICE DIRECTIONS**

**Required Reading**


**Supplemental Reading**


continued