Social Work Practice in Health Promotion and Disease Prevention
Social Work 699, Section 001
Thursdays 9-12
Room: 3003 School of Education

Professor: Alison Brzenchek, MSW, ACSW
Office: 207 Fletcher Street
2nd floor, University Health Service
Health Promotion & Community Relations Department
Office Hours: By Appointment
Phone: 647-4699
Email: aokb@umich.edu

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 such as PRECEDE-PROCEED (Predisposing, Reinforcing, and Enabling Constructs in Educational/Environmental Diagnosis and Evaluation and Policy, Regulatory, and Organizational Constructs in Educational and Environmental Development), 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 chapter
• Research the continent
• Research programming efforts in the continent
• Develop outline for health promotion program
• Develop 20 minute proposal to present to International Funding Group to receive funds
• Present proposal in class on 9/26

International Funding Group

• Read chapters 8-11
• Assess and analyze needs, issues and ideas presented
Determine actual funding organization you will represent
Research organization history, goals, mission, and budget
Make sure all continents all eligible to request funding from organization selected
Gather additional information needed about specific country
Develop 20 minute presentation about organization

**Present your organization in class on 9/26**

Be prepared to make decision about which country will receive funding
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:

**Part 1 - Problem/Needs/Theory – 5-6 pages**: This will be the first section of the paper, which is **due on October 10th**. 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
- Discuss your target group and their needs
- Identify and support your theoretical underpinnings.

**Part 2 – Program and Evaluation Plan – 10-12 pages**: Part 1 and 2 will be handed in as a whole paper (15-18 pages) on **November 14th**. 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.
• Discuss your thought on potential outcomes of your programming and the strengths/weakness of your entire plan from the problem through the evaluation.

Journal

I want you to keep a journal regarding your thoughts, expectations, experiences, feelings, attitudes, behaviors and anything else you can think of, related to this class and the information you are learning. You can do this before or after class, before or after working on any assignments for class and any other time that you think is relevant. The purpose of the journal is for you to assess, analyze and evaluate the new information you are learning and the new experiences you are having. Remember, a lot of the issues we face as a professional in this field; we have strong feelings about, it is important to be able to look at and evaluate both sides of an issue, even if you do not agree. Examining your personal thoughts, reactions and experiences and how they impact your professional and personal choices will enhance your capabilities as a professional in this field.

The journal will be turned in on the last day of class and you will receive a grade. Everyone who turns it in gets an “A+” (100) for the assignment; anyone that does not turn his or her journal in gets an “E” (0) for the assignment. The journal accounts for 10% of your grade. There is no wrong way to do this assignment and you will not be judged on the content.

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

A+ 100-97
   All format & APA guidelines are met
   Comprehensive understanding of content is exhibited
   Critical analysis, creativity and insight are incorporated

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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Group Project</td>
<td>15%</td>
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<tr>
<td>Paper (65%)</td>
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<tr>
<td>Part 1</td>
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<td>Part 2</td>
<td>45%</td>
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<tr>
<td>Journal</td>
<td>10%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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7. COURSE MATERIALS

TEXT  Purchase at Elrich’s


ARTICLES  Available on line or in the library


## 8. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Content</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>September 5</td>
<td>Introductions, Review syllabus, Discuss assignments, Lecture-Theory and Practice</td>
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<tr>
<td>September 12</td>
<td>Lecture-Theory, Practice &amp; Diversity, Class exercise based on topic</td>
<td>Bracht Chapters 1 &amp; 2</td>
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<tr>
<td></td>
<td></td>
<td>Articles: 14, 20, 22, &amp; 24</td>
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<td></td>
<td></td>
<td>(#22 @ <a href="http://www.nap.edu">www.nap.edu</a> Abstract only)</td>
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<tr>
<td>September 19</td>
<td><strong>Group presentation meetings</strong></td>
<td>Bracht Chapters 3 &amp; 8-11</td>
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<td>Articles: 1, 18, 19, &amp; 29</td>
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<tr>
<td>September 26</td>
<td>Lecture-Assessment &amp; Community Needs, <strong>Group Presentations</strong> “Advocating for Funding”</td>
<td>Bracht Chapters 4 &amp; 5</td>
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<td></td>
<td>Articles: 2, 5, 11, 14, 16, 27 &amp; 30</td>
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<tr>
<td>October 3</td>
<td>Lecture-Programming &amp; Mass Media, Panel Discussion, “Health Promotion &amp;Health Education”</td>
<td>Bracht Chapter 6</td>
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<td>Article: 25</td>
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<td>October 10</td>
<td>Lecture-Research &amp; Evaluation, Guest Lecturer: Melinda Matney, PH.D, Senior Research Associate, Division of Student Affairs, Class discussion Evaluation</td>
<td>1st section term paper due</td>
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<td>Bracht Chapter 7</td>
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<td>Article: 4</td>
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<td>October 17</td>
<td>Lecture-Health &amp; Policy, Guest Lecturer: Marianne Udow, Senior Vice President, Blue cross Blue Shield Michigan</td>
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<td>October 24</td>
<td>Lecture-Community, Organization &amp; Durability, Class Exercise based on topic</td>
<td>Bracht Chapter 12</td>
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<td>Articles: 3 &amp; 6</td>
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<td>October 31</td>
<td>Lecture-Partnerships, Class exercise based on topic</td>
<td>Articles: 7, 8, 9, 10, 13, 15, 17, 21, 26 &amp; 28</td>
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<td>November 7</td>
<td>Lecture-Advocacy, Class exercise based on topic</td>
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<td>November 14</td>
<td>Lecture-Cultural &amp; Ethnicity</td>
<td>Term paper due</td>
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<td>Guest Lecturer: Jacqueline Voight</td>
<td>Browse Websites:</td>
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<tr>
<td></td>
<td>Cultural Competency Manger</td>
<td>1. Commonwealth Fund</td>
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<td></td>
<td>Program for Multicultural Health</td>
<td>2. Kaiser Family Foundation</td>
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<td></td>
<td>University of Michigan Health System</td>
<td>3. Program for Multicultural Health – University of Michigan Health System</td>
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<tr>
<td>November 21</td>
<td>Class Presentations</td>
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<tr>
<td>December 5</td>
<td>Class Presentations</td>
<td>Journals due</td>
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