Social Work Practice in Health Promotion and Disease Prevention
Social Work 699, Section 001
Mondays 8-12
Room B684 SSWB

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Ypsilanti, MI
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Email: clemente@ewashtenaw.org

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:

a. Conduct risk/strengths health assessments of individuals, families, groups, and communities along a continuum of care.

b. Plan and implement culturally competent, gender-specific individual, family, group, and programmatic, and community-based capacity building interventions for the purposes of health promotion and disease prevention.

c. Work effectively within communities:
   1) Build partnerships with key neighborhood and community organizations and institutions for the purposes of health promotion and disease prevention.
   2) 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.

d. Incorporate social work values and ethical principles in planning, developing and implementing preventive interventions.

4. **COURSE DESIGN**

This 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 without extenuating circumstances will result in your grade being lowered by one grade (A to B).

Assignments

Journal

As you do your readings for class each week, I would like you to prepare a brief (no more than half a page) discussion of your thoughts and reactions to some aspect of the readings. These “journal entries” are due to me by email (clemente@ewashtenaw.org) by noon the day before class. The purpose of these entries is to give feedback on your reactions to particular ideas and issues that are of interest and I will include some of them in our class lecture and discussions. Journal entries will be given a grade of A if turned in on time, late entries (prior to class time) will be worth a grade of B and missing entries will receive no credit.

Term Paper & Presentation:

For this assignment you will select a health problem and target population for which you will design a program to address the identified health problem. The term paper will consist of two parts:

Part 1—Problem/Need/Theory – 5-6 pages: This will be the first section of the paper, which is due June 23. For this section you will:

- Select a health issue and target population
- Explain the health issue (behaviors, risks, prevalence, severity, affected population)
- Discuss relevant social and cultural factors including community assets relevant to your health issue and target population
- Discuss your target population and their needs
- Identify and support theory and/or best practices relevant to your health issue and target population.
Part 2—Program and Evaluation Plan – 10-12 pages: Parts 1 and 2 will be handed in as a whole paper (15-18 pages) on **July 14**. For this section you will:

- Describe your program plan, justifying your decisions based on the information in Part 1
- Explain how you have utilized the theoretical underpinnings in your program planning and how you will utilize them in your implementation
- Describe the expected outcome of your program.
- Present your plan for evaluation, how it will be carried out and the tools you will be using.
- Discuss the strengths and weaknesses of your entire plan from the problem identification through the evaluation.

**Presentation**

The last two class sessions will be reserved for presentations of the final paper health problem, target population and program plan. Presentations will be 15-20 minutes total including time (5-10 minutes) for questions and answers.

**Format of Papers:**

Use APA style guide for papers. All papers should be double spaced, use 12 point font and one inch margins: Please be certain to document all sources that you utilize. Presenting the words or ideas of others without referencing them is plagiarism. Plagiarism will result in failing the assignment.

**Note:** 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 extenuating circumstances make this impossible and special arrangements have been made prior to the date the assignment is due.

**Grading of Papers**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
<td>All format &amp; APA guidelines are met; comprehensive understanding of content is exhibited; critical analysis, creativity and insight are incorporated.</td>
</tr>
<tr>
<td>A</td>
<td>96-94</td>
<td>Meet all of the above criteria, but to a lesser degree.</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
<td>Meet all of the above criteria, but to a lesser degree.</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>All format &amp; APA guidelines are met. Comprehensive Understanding of content is exhibited.</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
<td>Most format &amp; APA guidelines met. Adequate Understanding of content is exhibited.</td>
</tr>
</tbody>
</table>
Most format & APA guidelines are met. Baseline understanding of content is exhibited. Demonstrated potential for adequate understanding.

Most format and APA guidelines are met. Minimal understanding of the content is exhibited. Not demonstrating potential for adequate understanding.

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>Paper (65% total)</td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>25%</td>
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<tr>
<td>Part 2</td>
<td>40%</td>
</tr>
<tr>
<td>Journal</td>
<td>15%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
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7. **COURSE MATERIALS**

Text, Purchase at Ulrich’s:


**Internet Resources:**

Guide to Community Preventive Services, Systematic Reviews and Recommendations, [www.thecommunityguide.org](http://www.thecommunityguide.org)

Centers for Disease Control and Prevention, National Vital Statistics System, [www.cdc.gov/nchs](http://www.cdc.gov/nchs)

Healthy People 2010, [www.healthypeople.gov](http://www.healthypeople.gov)

World Health Organization, [www.who.int](http://www.who.int) (select Countries)
RESERVE BOOKS AND ARTICLES


## 8. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS CONTENT</th>
<th>READINGS &amp; ASSIGNMENTS</th>
</tr>
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</table>
| May 5      | Introductions  
Review syllabus  
Discuss assignments            |                                                                                         |
| May 12     | Lecture-Theoretical and Best Practice Approaches                           | Bracht Chapter 1,2  
Look at the Guide to  
Community Preventive Services at: [www.thecommunityguide.org](http://www.thecommunityguide.org)  
Reserve Books/Articles: #1,2,3 |
| May 19     | Lecture-Program Planning  
Precede-Proceed Model  
Class exercise-Developing a Program Model | Reserve Books/Articles: #4,5,6                                                      |
| May 26     | Memorial Day – No Class                                                       |                                                                                       |
| June 2     | Lecture-Assessing Needs and Community Assets  
Guest Lecturer: Adreanne Waller | Bracht Chapter 3  
Look at: national health statistics at [www.cdc.gov/nchs](http://www.cdc.gov/nchs)  
Reserve Books/Articles: #7,8,9 |
| June 9     | Lecture-Community Empowerment Advocacy  
Culture and Diversity  
Guest Lecturer: Culture and Ethnicity Midterm feedback  
Choose groups and prepare for next class exercise (Africa, Asia/Western Pacific, Nordic Countries, Latin America) | Bracht Chapter 4,7  
Reserve Books/Articles: #10,11,12,13 |
| June 16    | International Health Perspectives  
Guest Lecturer:  
Class exercise                                      | Read one: Bracht Chapter 8,9,10,11                                           |
| June 23    | Lecture-Policy and Environmental Health Promotion; Media Approaches  
Questions/Answers regarding Part 1 of Term Paper | Bracht Chapter 5  
Reserve Books/Articles: #14,15  
**Part 1 Term Paper Due** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>June 30</td>
<td>Lecture-Evaluation</td>
<td>Bracht Chapter 6</td>
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<tr>
<td></td>
<td></td>
<td>Reserve Books/Articles:</td>
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<tr>
<td></td>
<td></td>
<td>#16,17,18</td>
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<tr>
<td>July 7</td>
<td>Lecture-Building Relationships,</td>
<td>Bracht Chapter 12</td>
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<tr>
<td></td>
<td>Partnerships</td>
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<tr>
<td>July 14</td>
<td>No lecture</td>
<td>Class presentation of term</td>
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<tr>
<td></td>
<td></td>
<td>paper.</td>
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<tr>
<td>July 21</td>
<td>Final class</td>
<td>Class presentation of term</td>
</tr>
<tr>
<td></td>
<td>No lecture</td>
<td>paper.</td>
</tr>
<tr>
<td></td>
<td>Course evaluation</td>
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