I. COURSE PURPOSE

Chronic conditions such as cancer, HIV/AIDS, and renal failure disrupt every aspect of daily living for the afflicted patients as well as their families. Patients’ and families’ psychological, social, spiritual, and financial resources can be severely challenged due to prolonged treatments, adverse reactions and complications, and long-term recovery and rehabilitation. This course provides the theoretical orientations and practical models to guide clinical social work interventions in diverse health care settings as well to address the needs of specific populations-at-risk. Through lectures, invited presentations, and course assignments, students will be able to apply theories and models in the context of an illness prevention and control framework. Finally, an emphasis will also be placed on the ethical dilemmas that confront social workers in health care settings including end of life care.

II. EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able:

1. To differentiate various levels of prevention, i.e. primary, secondary, and tertiary and the critical distinctions for social work practice

2. To understand the relationship between theories and models related to behavioral change

3. To construct educational programs and persuasive communications that enable individuals to actively participate in primary and secondary prevention initiatives
4. To understand the nature of chronic medical conditions and the disease continuum from point of diagnosis to treatment to remission to recurrence of disease to the need for palliative or terminal care in the context of the patient’s cultural experience

5. To apply theories and models to specific cases and situations with the ability to define specific interventions to ameliorate the psychological distress associated with these chronic conditions

6. To define the impact of chronic illnesses on family functioning with the ability to implement effective interventions that emphasize family strengths

7. To examine this range of theoretical approaches and interventions which are evidence-based

8. To apply diverse theories and models with expertise based on the patient’s and family’s level of functioning and available resources

9. To examine the ethical dilemmas that confront health care social workers including end of life care

10. To understand the significant needs of vulnerable and underserved populations including access to preventive care, acute care, and psychosocial programs

III. COURSE REQUIREMENTS

A. Required readings


Most of the additional required readings will be available to students via Blackboard.


Additional readings will be assigned in class.

**B. Course Assignments**

1. Design of an educational intervention at the primary or secondary prevention level using either the Health Behavior Model or the Elaboration Likelihood Model and the PRECEDE-PROCEED model of development (10 pages).
2. A three part paper that includes a theory/model based psychosocial assessment of an individual client, his/her family, and develop an intervention based on the assessment(s). Cultural and ethical issues will be addressed at for both the individual and the family. (20-22 pages).

Due dates of assignments will be determined during class 2 of the semester.

C. Grading policy

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignment #1</td>
<td>20%</td>
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<tr>
<td>Assignment #2, Part 1</td>
<td>30%</td>
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<tr>
<td>Assignment #2, Part 2</td>
<td>25%</td>
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<tr>
<td>Assignment #2, Part 3</td>
<td>10%</td>
</tr>
<tr>
<td>Constructive and active class participation</td>
<td>15%</td>
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D. Preparation, Attendance & Participation

Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

E. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to NCSSS Announcements or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Academic Honesty
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. **Accommodations**

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
## Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic and Readings</th>
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| 1     | **Introduction and overview of course**  
Why Prevention and Control  
Levels of Prevention  
Role of social work |
|       | Required Reading  
| 2     | **Primary and Secondary Prevention and Models to Change Behaviors**  
Behavioral Change and illness prevention  
Primary Prevention  
Secondary Prevention  
Health Belief Model |
|       | Required Reading  
Noar, S. M., & Zimmerman, R. S. (2005). Health behavior theory and cumulative knowledge regarding health behaviors: Are we moving in the right direction?  
Tseng, W., & Streltzer, J. (2008). Chapters 1 – 4 |
| 3     | **Primary and Secondary Prevention and Models to Change Behaviors** (con’t)  
Elaboration Likelihood Model |
|       | Required Reading  
| 4     | **Primary and Secondary Prevention and Models to Change Behavior** (con’t)  
PRECEDE-PROCEED Model  

5 Primary and Secondary Prevention and Models to Change Behavior (con’t)

6 Tertiary Prevention and Stress Model Theory
Stress Model Theory
Defining the meaning of illness
The interactive process of primary and secondary appraisal

Required Reading

7 Stress Model Theory
Internal vs. external resources
Effective vs. ineffective coping strategies

Required Reading

8 Application of Stress Model Theory as a guide for clinical assessment and interventions with a focus on culture.

9 The Circumplex Model of Family Functioning (CMFF)
Adaptability and cohesion a critical constructs to guide interventions
Salient components of the CMFF: Boundaries; coalitions, family life cycle

Required Reading

10 Application of the CMFF to specific case scenarios
Defined interventions and strategies for balanced vs. extreme levels of family functioning
11 **Sexuality and Intimacy in Chronic Illness**
Students will do a literature search and select one empirically based article that address sexuality and/or intimacy in population of interest and be prepared to discuss in class.

12 **Cognitive-behavioral interventions with clinical examples**
Chapter will be assigned prior to this class students to be prepared to discuss.

13 **Problem-Solving Education- Therapy vs. Education**
Students will select one of six articles to read and present to class for discussion.

14 **Address unanswered questions, discuss the role of social workers in health care settings, how to be proactive in your role as a social worker in health care settings**
**Review of the semester**