Theories & Models for Use in Health Care
Fall, 2011
(3 Credits)

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 8.


Additional readings will be assigned in class.

**B. Course Assignments**

1. Design of an educational intervention at the primary or secondary prevention level (5-7 pages) with a preference on a project that is culturally-relevant.

3. Case analysis of patient or family based on defined theories or models with a defined treatment plan (Minimum of 12 pages).

C. Grading policy

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<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Assignment #1</td>
<td>20%</td>
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<tr>
<td>Assignment #2</td>
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<td>Assignment #3</td>
<td>40%</td>
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<tr>
<td>Constructive and active class participation</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 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.
<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  
       | Behavioral Change and illness prevention  
       | **Required Reading**  
| 2     | **Primary and Secondary Prevention and Models to Change Behaviors**  
       | Primary Prevention  
       | Secondary Prevention  
       | Health Belief Model  
       | **Required Reading**  
       | 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**  
       | Tseng, W., & Streltzer, J. (2008). *Chapters 5 – 8* |
| 4     | **Primary and Secondary Prevention and Models to Change Behavior (con’t)**  
       | PRECEDE-PROCEED Model  
       | Crosby, R., & Noar, S. M. (2011) *What is a planning model? An introduction to PRECEDE-PROCEED.* |
5 **Tertiary Prevention and Stress Model Theory**
Stress Model Theory
Defining the meaning of illness
The interactive process of primary and secondary appraisal

**Required Reading**

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

**Required Reading**

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

8 **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**

9 **Application of the CMFF to specific case scenarios**
Defined interventions and strategies for balanced vs. extreme levels of family functioning

10 **Sexuality and Intimacy in Chronic Illness**
One research paper that focus on sexuality and intimacy in chronic illness

11 **Cognitive-behavioral interventions with clinical examples**
One research paper that focus of CBT and their use in various chronic conditions

12 **Leadership in Medical Social Work**
Reading to be assigned

13 **Problem-Solving Education- Therapy vs. Education**
Reading to be assigned
A comprehensive model for social work in health care
Review of semester