

## COURSE INFORMATION

### NAME OF THE SUBJECT: Public Health and Social Intervention

Code number: 404009214  
Degree in Social Work  
Academic Year: 2020-2021  
Compulsory course. 3<sup>rd</sup> year  
First semester: 4 hours / week; 2 days / week  
6 credits

#### Lectures:

Thursday, 11:30-13:00  
Friday, 09:30 to 11.00  
Room **(to be confirmed)**, in the Faculty of Social Work.

## TEACHING STAFF

### Prof.: Teresa González Gómez

Department: Sociology, Social Work and Public Health

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**Office hours:** First Semester:

Thursday, 13:00-15:00 and 16:00-19:30

Fridays, 13:30-14 :30.

## PROGRAMME

### 1. DESCRIPTION

Public Health and Social Intervention' is a compulsory course counting towards the Degree in Social Work, which might be of interest to any student working on populations with special needs (children, the elderly, unskilled workers, immigrants and so on). The subject is divided into two interconnected sections focusing on the role of public health in the social sciences. Through class-based exercises as well as readings and lectures, students will learn concepts and methods for engaging communities within this area.

### 2. PREREQUISITES

None

### 3. COMPETENCES

### **Basic Competences:**

CB6. Acquire and understand knowledge that provides a basis or opportunity to develop and implement original ideas, mainly in a research context.

CB7. Know how to apply the acquired knowledge and problem-solving skills in new or unfamiliar settings within broader (or multidisciplinary) contexts related to their area of study.

CB8. Be able to integrate knowledge and face the complexity of making judgements from information that despite being incomplete or limited include reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements.

CB9. Know how to communicate in a clear and unambiguous way their findings and knowledge and the arguments supporting them to both specialised and non-specialised audiences.

CB10. Acquire the learning skills that will enable them to continue studying in a mostly self-directed or autonomous way.

### **Transversal competences:**

TC1. Manage the acquired information adequately showing advanced knowledge in a scientific and technological research or highly specialized context and demonstrating a detailed and well-founded understanding of theoretical and practical aspects and of the work methodology in the field.

TC2. Master the academic and professional project with enough autonomy to participate in research projects and scientific or technological collaborations within its thematic area, in interdisciplinary contexts and in some cases with a high component of knowledge transfer.

## **4. OBJECTIVES/LEARNING OUTCOMES**

The aim of this module is to provide the student with a critical understanding of the theoretical, conceptual and methodological options available for public health research, design and analyses.

The module is also aimed at increasing skills in designing, analysing, carrying out, and reporting on research projects in social work and public health.

Upon completion of the subject, students will be able to:

- demonstrate understanding of the modern concept of health, public health and health promotion;
- examine health problems in populations with special needs, using theory and information from the social and behavioral sciences;
- conduct community-based applied research to build a knowledge base and gain understanding;
- communicate information to policy makers and the public; and advocate for program development and policy change.

## 5. TEACHING METHODOLOGY

The course will include the following methodological approaches: traditional lectures; individual and group mentoring; problem based learning; autonomous student work outside classroom; supervised activities; video; relevant interviews.

## 6. CONTENTS

### SECTION I: BASIC CONCEPTS OF PUBLIC HEALTH

#### Unit 1: The concept of health.

A historical overview of health concept. Health determinants. Causal models. Rothman's model of causality. Bradford Hill's criteria.

- ✓ **Practical Activity on Bradford Hill's criteria.**

#### Unit 2: Key Milestones of Health Development:

Lalonde Report. The WHO Global Conferences: Ottawa Charter. WHO Regional Strategy.

- ✓ **Practical Activity on Key Milestones.**

#### Unit 3: Public Health Concept and Social Determinants of Public Health

The change of paradigm. Classical vs Modern Public Health.

Social determinants of Public Health

The 10 Essential Model.

- ✓ **Practical Activity on Social determinants.**

### SECTION II: SOCIAL INTERVENTION IN PUBLIC HEALTH

#### Unit 4: Public Health Policy.

Public Health Systems. Globalization and Public Health.

- ✓ **Practical Activity on Public Health Systems.**

#### Unit 5. Health Education, Health promotion, prevention of diseases (levels)

Health Education. Models. Prevention of diseases.

#### Unit 6: Social Work and Public Health.

- ✓ **Social Worker's Functions. Class Activity.**

## Unit 7: Health Social Marketing.

- ✓ **Class Activity:** ¿How to sell health? Class Activity.

**Unit 8. Miscellanea:** Student will take an optional overlook to current topics on public health.

- Intercultural Mediation in Public Health
- Long term care models in Europe
- Corona virus Crisis: Extent and Impact, reflections and speculations for the future.

## BIBLIOGRAPHY:

- Booske BC, Athens JK, Kindig D, Park H, Remington P. Different Perspectives for Assigning Weights to Determinants of Health. Country Health Rankings. Working
- Paper [Internet]. 2010 Feb; Available from: <http://goo.gl/OQCqn>
- Marmot MG. Understanding social inequalities in health. *Perspect Biol Med.* 2003 Summer;46(3 Suppl):S9-23.
- Krieger N, Chen JT, Ebel G. Can we monitor socioeconomic inequalities in health? A survey of U.S. health departments' data collection and reporting practices. *Public Health Rep.* 1997 Nov-Dec;112(6):481-91.
- Beckfield J1, Krieger N. Epi + demos + cracy: linking political systems and priorities to the magnitude of health inequities--evidence, gaps, and a research agenda. *Epidemiol Rev.* 2009;31:152-77. doi: 10.1093/epirev/mxp002. Epub 2009 May 27.
- CLINICAL EPIDEMIOLOGY: THE ESSENTIALS. Fletcher RH, Fletcher SW. Lippincott Williams & Wilkins; 4th edition (March, 2005)
- BASIC EPIDEMIOLOGY Beaglehole R., Bonita R., Kjellstrom T. World Health Organization (WHO) 2003.
- MODERN EPIDEMIOLOGY Rothman K, Greenland S. Ed. Lippincot Raven 1999.
- THE CAMBRIDGE TEXTBOOK OF BIOETHICS Singer PA, Viens AM. Cambridge University Press, 2008

## Recommended websites

- World Health Organization. <http://www.who.int/en/>
- WHO Collaborating Center University of Pittsburgh. <http://www.pitt.edu/~super1/>
- US National Library of Medicine. <http://www.nlm.nih.gov/medlineplus/>
- PUBMED. <http://www.ncbi.nlm.nih.gov/pubmed>

## 7. ASSESSMENT

The assessment is based on a continuous process integrated by different activities. In order to satisfactorily pass the course, the evaluation will result from the simple sum of all the activities. All together the minimum grade to pass will be 5.

Successful completion of the course requires achieving a pass grade in the assessments outlined below:

| <b>Evaluation activity</b> | <b>Account</b> |
|----------------------------|----------------|
| <b>An examination</b>      | <b>40%</b>     |

The exam will consist in answering a number of short questions and multiple-choice questions. It score for 4 points (a minimum of 2 points is required in order to pass the exam). **The exam date is (to be confirmed at 09:30 h).**

|  |            |
|--|------------|
| <b>Practical activities:</b>                           | <b>60%</b> |
| ✓ <b>Practical Activity on Key Milestones</b>          | 10         |
| ✓ <b>Practical Activity on Social determinants</b>     | 20         |
| ✓ <b>Practical Activity on Public Health Systems</b>   | 20         |
| <b>Class Participation in:</b>                         | 10         |
| ✓ Practical Activity on Bradford Hill's criteria.      |            |
| ✓ Social Worker's Functions. Class Activity.           |            |
| ✓ Class Activity: ¿How to sell health? Class Activity. |            |

\* Class Participation 10%. Attendance of lectures is highly recommended.

Student participation will influence clearly in the final:

- attends all sessions (students will be asked to sign an attendance sheet)
- habitually participates in debates and responds to questions in the classroom

### SINGLE FINAL ASSESSMENT

This system of evaluation consist on a unique evaluating activity (an oral exam= 100% ). The student will report to the professor this option in the first two weeks, once the classes begin according to the academic calendar.

**SCHEDULE OF THE ACADEMIC COURSE 2020/2021**

| <b>WEEKS</b>                | <b>DATE</b> | <b>DAY OF THE WEEK WITH TEACHING CLASSES</b> |       | <b>DAY OF THE WEEK WITH PRACTICAL CLASSES</b>              |  |
|-----------------------------|-------------|--|-------|--|--|
|                             | Date        | <b>Big group nº H</b>                        | Date  | <b>Big group/nº H</b>                                      |  |
| <b>1º week</b><br>October   |             |  | 02/10 | Presentation   |  |
| <b>2ª week</b><br>October   | 08/10       | Unit 1                                       | 09/10 | Unit 1   |  |
| <b>3ª week</b><br>October   | 15/10       | Unit 1                                       | 16/10 | Practical Activity on Bradford Hill's criteria.            |  |
| <b>4ª week</b><br>October   | 22/10       | Unit 2                                       | 23/10 | Unit 2   |  |
| <b>5ª week</b><br>October   | 29/10       | Practical Activity on Key Milestones         | 30/10 | Practical Activity on Key Milestones                       |  |
| <b>6ª week</b><br>November  | 05/11       | Unit 3                                       | 06/11 | Unit 3   |  |
| <b>7ª week</b><br>November  | 12/11       | Practical Activity on Social determinants    | 13/11 | Unit 4   |  |
| <b>8ª week</b><br>November  | 19/20       | Practical Activity on Public Health Systems  | 20/11 | Practical Activity on Public Health Systems                |  |
| <b>9ª week</b><br>November  | 26/11       | Unit 5                                       | 27/11 | Unit 5   |  |
| <b>10ª week</b><br>December | 03/12       | Unit 5                                       | 04/12 | Unit 6<br>Practical Activity on Social Worker's Functions. |  |

|  |       |        |       |  |  |
|--|-------|--------|-------|--|--|
| <b>11<sup>a</sup> week</b><br>December | 10/12 | Unit 7 | 11/12 | Practical Activity on ¿How to sell health? |  |
| <b>12<sup>a</sup> week</b><br>December | 16/12 | Unit 8 | 17/12 | Exam's doubts                              |  |
| <b>13<sup>a</sup> week</b><br>January  |       | Unit 8 |       | Unit 8                                     |  |
| <b>14<sup>a</sup> week</b><br>January  |       |        |       |  |  |
| <b>15<sup>a</sup> week</b><br>January  |       |        |       |  |  |

APPENDIX II

ADDENDUM MODEL TO THE TEACHING GUIDE FOR THE ADAPTATION TO A AND B LEARNING  
SCENARIOS FOR COURSE 2020-21

| DEGREE IN SOCIAL WORK  |   |  |                |
|--|---|--|----------------|
| Course: PUBLIC HEALTH AND SOCIAL INTERVENTION  |   |  |                |
| Year course:   | 2020-2021   | Semester   | FIRST          |
| SCENARIO A   |   |  |                |
| Syllabus Adaptation to online learning   |   |  |                |
| <p>The scenario A is a semi face-to-face teaching and academic activity as a consequence of the application of sanitary measures of interpersonal distancing that limit the audience capacity allowed in classrooms.</p> <p>In this scenario A the subject of Social Participation and New Social Movements is adapted keeping the same prerequisites, objectives and evaluation system indicated in the ordinary course guide.</p>  |   |  |                |
| Adaptation of training activities and teaching methodologies   |   |  |                |
| <p>In this scenario A, the large group face-to-face sessions in the classroom are replaced by online sessions within the Moodle platform, using videoconferencing and other resources available. However, in the case of Social Participation and New Social Movements the number of students is usually a small group of students. Therefore, once the registration of students is finished, students will be informed how the large group session will be held.</p> <p>The small face-to-face group sessions are held. The following table shows the changes that this adaptation implies.</p> |   |  |                |
| Teaching activities  | Online/face to face                                   | Description of teaching methodology  |                |
| Theoretical activities about syllabus content (big groups)   | Online  | Theoretical classes given by videoconference using preferably Zoom, although other apps could be used. |                |
| Teaching activities about practical contents of the syllabus (small groups)  | Face to face  | In person sessions about the practical contents of the course  |                |
| Assessment activities  | Face to face  | Written exam, practical activities' delivery, group presentation...                                    |                |
| Adjustment of evaluation systems   |   |  |                |
| <p>Adapting to this scenario does not imply changes in the evaluation system. The assessment tests and the percentage of each of them over the total grade do not change. Only the format some of the activities change to online format as it is shown in the following table.</p>  |   |  |                |
| CONTINUOUS ASSESSMENT  |   |  |                |
| Assessment activity  | Method (in person/online synchronous or asynchronous) | Description  | Percentage (%) |
| Final exam   | Online  | Multiple choice test   | 40             |
| Key Milestones   | Face to Face  | Collaborative work   | 10             |
| Social Determinants  | Face to Face  | Collaborative work   | 20             |
| Public Health Systems  | Face to Face  | Oral presentation /defense   | 20             |
| Class Participation  | Face to Face  |  | 10             |
| SINGLE FINAL ASSESSMENT  |   |  |                |
| Oral exam  | Online  | Open questions   | 100            |
| SCENARIO B   |   |  |                |

**Syllabus adaptation to online learning**

In this scenario B the subject of Social Participation and New Social Movements is adapted to online learning keeping the same prerequisites, objectives and evaluation system indicated in the ordinary course guide.

**Adaptation of training activities and teaching methodologies**

The adaptation of teaching to the online scenario B will only imply changes in the format of the training activities, replacing the face-to-face sessions of large and small groups in the classroom with online sessions throughout the use of the Moodle platform, using videoconferencing and other resources available, as shown in the following table.

| Teaching activities   | Online/in person | Description of teaching methodology  |
|---|------------------|--|
| Theoretical activities about syllabus content (large groups)                | Online           | Theoretical classes given by videoconference using Zoom, Teams, Adobe Connect... |
| Teaching activities about practical contents of the syllabus (small groups) | Online           | Sessions about the practical contents of the course                              |
| Assesment activities  | Online           | Written exam, oral exam, essay delivery, group presentation...                   |

**Adjustment of evaluation systems**

The evaluation system in this scenario involves changing the format of the evaluation tests, passing 100% to the online format (synchronous or asynchronous), as shown in the following table. The weight of each test in the student's final grade does not vary from that proposed in the face-to-face scenario.

| CONTINUOUS ASSESSMENT   |  |  |                |
|-------------------------|--|--|----------------|
| Assesment activity      | Method (in person/ online synchronous or asynchronous) | Description                                | Percentage (%) |
| Final exam              | Online   | Multiple choice test                       | 40             |
| Key Milestones          | Online   | Online collaborative work                  | 10             |
| Social Determinants     | Online   | Online collaborative work                  | 20             |
| Public Health Systems   | Online   | Videoconference oral presentation /defense | 20             |
| Class Participation     | Online   |  | 10             |
| SINGLE FINAL ASSESSMENT |  |  |                |
| Oral exam               | Online   | Open questions                             | 100            |