

COURSE INFORMATION

NAME OF THE SUBJECT: Public Health and Social Intervention

Code number: 404009214
Degree in Social Work
Academic Year: 2019-20
Compulsory course. 3rd year
First semester: 4 hours / week; 2 days / week
6 credits

Lectures:

Thursday 17:30 – 19:30
Friday 11:30-13:30
Room **I.1.4** , in the Faculty of Social Work.

TEACHING STAFF

Prof.: Teresa González Gómez
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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 four 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 practical 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.

Unit 2: Key Milestones of Health Development: Lalonde Report. The WHO Global Conferences: Ottawa Charter. WHO Regional Strategy. Class Activity.

Unit 3: Social Determinants of Public Health.

Unit 4: Public Health Concept. The change of paradigm. The 10 Essential Model. Classical vs Modern Public Health.

SECTION II: SOCIAL INTERVENTION IN PUBLIC HEALTH

Unit 5: Public Health Policy. Public Health Systems. Globalization and Public Health. Class Activity

Unit 6. Health Education, Health promotion, health prevention (levels)

Unit 7: Health Education. Models. Class Activity

Unit 8: Social Work and Public Health. Social Worker's Functions. Class Activity.

Unit 9: Health Social Marketing. Class Activity.

Unit 10. Intercultural Mediation in Public Health.

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

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

* An examination 50% (0-5 points, a minimum of 2.5 points is required in order to pass the exam). The exam will consist in answering a number of short questions and multiple-choice questions. **The exam date (to be confirmed).**

* An essay 40% (0-4 points, a minimum of 2 points is required to pass the essay). Essay guidelines will be discussed in a workshop class.

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

Student participation will be considered as desirable and can influence the final mark by up to 1 point if the student:

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

In order to satisfactorily pass the course, students must pass both parts of the assessment (practicum and theory) independently.

6. SCHEDULE. ACADEMIC COURSE 2019-2020 FIRST SEMESTER

WEEKS	DATE	DAY OF THE WEEK WITH TEACHING CLASSES THURSDAY		DAY OF THE WEEK WITH PRACTICAL CLASSES FRIDAY	
		BIG GROUP/ n° H	SMALL GROUPS /n° H	BIG GROUP /n° H	SMALL GROUPS /n° H
1º week 30 septiembre al 4 de octubre		Presentation		Unit 1	
2ª week 7 al 11 octubre		Unit 1		Unit 2	
3ª week 14 al 18 octubre		Unit 2 Class Activity		Essay's Guidelines	
4ª week 21 al 25 octubre		Unit 3		Unit 3	
5ª week 28 octubre al <i>1 de noviembre (no class)</i>		Unit 4			
6ª week 4 al 8 de noviembre		Unit 4		Unit 5	
7ª week 11 al 15 de noviembre		Unit 5 Class Activity		Unit 6	
8ª week 18 al 22 de noviembre		Unit 6		Class Activity Essay's First Draft	
9ª week 25 al 29 de noviembre		Unit 7		Unit 7 Class Activity	
10ª week 2 al <i>6 de diciembre (no class)</i>		Unit 8			
11ª week 9 al 13 de diciembre <i>9 diciembre no lectivo (no class on 8th)</i>		Theme 8		Unit 9	
12ª week 16 al 20 diciembre		Unit 9 Class Activity		Unit 10	

13^a week 7 al 10 Enero		Essay's Discussion Doubts on the exam			
14^a week 13 al 17 Enero					
15^a week 20 al 24 Enero					