



Universidad  
de Huelva

Faculty Social work

# GENERAL SPECIFICATIONS

## Subject Data

**Name:**

Salud Pública y Trabajo social

**English name:**

Public Health and Social Intervention

**Code:**

404009214-L

**Type:**

Compulsory

**Hours:**

	Total	In class	Out class
<b>Time distribution</b>	112	45	67

**ECTS:**

Standard group	Small groups			
	Classroom	Lab	Practices	Computer classroom
3.11	1.4			

**Departments:**

Sociology, Social Work and Public Health

**Knowledge areas:**

Preventive Medicine and Public Health

**Year:**

2023/24

**Semester**

1st

**ANEXO I****TEACHING STAFF**

<b>Name:</b>	<b>E-mail:</b>	<b>Telephone</b>
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**Others Data (Tutoring, schedule...)**

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### SPECIFIC INFORMATION OF THE COURSE

#### I. Contents description:

##### I.1 In English:

Public Health and Social Intervention is a compulsory subject for the bachelor of Social Work. The module is divided into four interconnected sections focusing on the role of social sciences in public health. Through class exercises as well as readings and lectures, students will learn practical methods for engaging communities. It is also useful for educators

##### I.2 In Spanish:

Trabajo Social y Salud Pública es una materia obligatoria para el grado de Trabajo Social. El módulo se divide en cuatro secciones interconectadas que se centran en el papel de las ciencias sociales en la salud pública. A través de ejercicios en clase, así como lecturas y conferencias, los estudiantes aprenderán métodos prácticos para involucrar a las comunidades. También es de utilidad para educadores.

#### 2. Background:

##### 2.1 Situation within the Degree:

One of the few courses specific on health issues. Designed for social sciences students from a wide range of interests, the course is performed at the third year of the grade of social work.

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 to design, analyze, carry out, and produce a report for a research project in social work and public health.

##### 2.2 Recommendations

To study, work and be open minded.

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### 3. Objectives (as result of teaching):

At the end of the course the student ...

1. Knows and understands the relationships between health and the social situation of people, the gender system, culture and life cycle
2. Is able to identify and assess social needs related to problems of health and its repercussion in the life of the people affected, and the strategies of relevant care and support in each situation
3. Is able to recognize the characteristics of health problems that give rise to needs for social care and support, with special reference to disabilities, dependence, mental health problems and addictions

### 4. Skills to be acquired

#### 4.1 Specific Skills:

Evaluate the needs and possible options to guide a strategy of Intervention

Assess and review the preferred options of individuals, families, groups, organizations and/or communities  
Inquire about the preferred options, the resources identified and their feasibility, taking into account the available resources

Assess the needs, risks, and options of individuals, families, groups, organizations, and communities, taking into account legal and other requirements

Assess the different options, taking into account legal, organizational, and other requirements, risks, preferred options and available resources or alternatives.

Respond to crisis situations by assessing the urgency of the situations, planning and developing actions to deal with them and reviewing their results

Assess the need for legal intervention and procedural.

Assess the situation and choose the appropriate action

Review the results with the client system and other professional colleagues

Collect, analyze, verify and evaluate the feedback of the actions by all relevant people and organizations.

Interact with people, families, groups, organizations and communities to achieve changes and promote their development and to improve living conditions.

Work with the client system in order to prevent crisis situations and to deal with problems and conflicts.

Provide information and, if necessary, contact organizations and self-help groups that can support the change to work with problems and conflicts.

Apply and justify the methods and models of social work used to achieve change and development, and to improve the opportunities of Client system.

Identify the resources to be used and their requirements.

Establish and act to resolve risk situations prior identification and definition of its nature.

Identify and establish the nature of the risk.

Establish and analyze the situation and circumstances associated with the risk

Monitor, re-establish and act to resolve the risk situation for the client system on a regular basis

Explain the reasons why certain resources are being used and make sure that people understand it.

#### 4.2 General, Basic or Transversal Skills:

Students can transmit information, ideas, problems and solutions to a public both specialized and not.

Identify the sources of information in understandable language for the general public

Assess the validity of the information based on the source that generates the information

Improve the ability to transmit information, public speaking, empathy and assertiveness

Use new technologies to improve interpersonal communication

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### 5. Training Activities and Teaching Methods

#### 5.1 Training Activities:

PERFORMANCE OF EXERCISES ON HEALTH PROMOTION, SOCIAL MARKETING, CAUSALITY, SEXIST VIOLENCE: 2-3 hours approx. to prepare each report A total of 12 hours.

DESIGN A SOCIAL INTERVENTION: About community health problems agreed between the students and the professor. Group work (2 or 3 people). Define the health needs of the population. Design an intervention for one of the health needs. A total of 20 hours.

Conducting an interview to obtain a life story and presentation in class: 12 hours

TOTAL 48 hours EXAM PREPARATION: 48 hours (estimated in shifts of 8 hours per day) 6 days of work.

HISTORICAL SYNOPTIC CHART: 40 pages of reading at 10 minutes of reading per page add up to a total of 7 hours of comprehensive reading.

3 hours elaboration of the summaries

TOTAL 67 hours

#### 5.2 Teaching Methods:

Expository classes with slides,  
Study, reading and analysis of individual cases  
Individual tutorials  
Group tutorials

#### 5.3 Development and Justification:

##### BLOCK I.

There is a first module with 2 topics in which the historical evolution of the concept of health is developed, until reaching the current concept of health-disease of the O.M.S. in its comprehensive vision. The determinants of health in populations will be discussed, and causality and the methodology to identify risk factors will be discussed.

In the second part of the module, the different criteria, concepts and methodological bases that configure the actions of the professionals in charge of intervening in Public Health will be studied, with special emphasis on the concept of health promotion. International efforts to reduce health differences worldwide, and to reduce health differences by social class, will also be broadcast.

Students must complete an exercise on the application of causality criteria in associations between social factors and diseases in humans, another on the design of a health promotion program taking into account health priorities in different collective scenarios, another on the evaluation of the activity of NGOs, and another on health education activities aimed at groups or specific health problems.

##### BLOCK II

The second module explains the different models of health systems, emphasizing their adaptation to the current crisis situation. In class, a practical exercise will be solved on the evaluation of the health system in Spain, according to the opinion of the people interviewed following the life story methodology. A social worker employed by the Andalusian Health System will give a talk on the role of the social worker in the Spanish national health system. There will also be exercises on the impact of the media and culture on the moral ideology of the population and its impact on health.

##### BLOCK III

In the third module, two of the most important public health problems are reviewed regarding their impact on the social worker today: gender violence, child health, adolescent health and health problems in the elderly.

To address the problem of gender violence, we have the collaboration of professionals from the Forensic Anatomical Institute who assess injuries in battered women.

The theme is complemented with the viewing of the film "Stockholm", on which students must answer a questionnaire. In the issue of health care for the elderly, special emphasis is placed on the architectural changes necessary to adapt homes to the elderly, as well as the health problems that are most frequently associated with dependency. A working group must carry out a

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teaching simulation on these needs.

### BLOCK IV

In a final module, the most important public health problems that occur in different groups that presumably represent the clients of the social worker in our environment are reviewed and the health needs of different social groups are identified. The students will be grouped into groups of 2-4 students and each group will carry out a teaching simulation of about 20 minutes on the main health problems in each group, and the role of the social worker in each case. After each teaching simulation, debates will be held on problems raised by the teacher.

## 6. Detailed Contents

### SECTION I: BASIC CONCEPTS OF PUBLIC HEALTH

Lesson 1: The concept of health. Concept of disease. A historical overview. Health determinants. Causal models. Rothman's model of causality. Bradford Hill.

Lesson 2: Public and community health. A historical overview. Health promotion. Health assets. Globalization, economy and health. Health protection, health prevention and health promotion. Prevention: levels and general methods.

### SECTION II: SOCIAL INTERVENTIO IN PUBLIC HEALTH

Lesson 3: Methods on health assets for health promotion. Health education. Social Marketing.

### SECTION III: MANAGEMENT AND CONTROL OF PRIORITARY PROBLEMS IN PUBLIC HEALTH

Lesson 4: Violence against women.

Lesson 5. Violence against the elderly.

### SECTION IV: MANAGEMENT AND CONTROL OF OTHER PROBLEMS IN PUBLIC HEALTH

Lesson 6: Environmental health. Health support for the childhood and teenagers. Children abuse. Maternal health programs. Health support in the penitentiary. Health support for the disable. Cancer and other chronic diseases. Other health problems: drug abuse and addiction; social exclusion and health.

## 7. Bibliography

### 7.1 Basic Bibliography:

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**Yach, D.** and **Bettcher, D.** (1998). **The Globalization of public health I: Threats and opportunities.** [American Journal of Public Health](#).-- 1998, v. 88, nº 5 , p. 735-8.

Orne, J.; Powel, J.Taylor, P.;Grey, M. (2007). Public health for the 21st century: new perspectives on policy, participation, and practice. Berkshire, England ; Open University Press.

**Fletcher, R.H. and Fletcher, S.W. (200).** **Clinical Epidemiology: The Essentials.** Baltimore, MD : Williams & Wilkins.

Beaglehole R., Bonita R., Kjellstrom T. (2003). Basic Epidemiology. World Health Organization (WHO).

Rothman K, Greenland S. Ed. (1999). ). Basic Epidemiology. Lippincot, Raven.

Singer PA, Viens AM. (2008). The Cambridge Textbook of Bioethics. Cambridge University Press.

### 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>

### 7.2 Additional Bibliography:

Booske BC, Athens JK, Kindig D, Park H, Remington P. (2010). Different Perspectives for Assigning Weights to Determinants of Health. Country Health Rankings. Working Paper. Available from: <http://goo.gl/OQCqn>

Growing Communities from the Inside Out - JSNAs in the Wakefield District - get\_file Available from:[http://www.local.gov.uk/c/document\\_library/get\\_file?uuid=679e8e67-6d41-49a9-a8e1-452959f4f564&groupId=10180](http://www.local.gov.uk/c/document_library/get_file?uuid=679e8e67-6d41-49a9-a8e1-452959f4f564&groupId=10180)

A glass half-full: how an asset approach can improve community health and well-being [Internet]. IDEA; 2010. <http://www.b3sda.org.uk/sites/b3sda.org.uk/files/Glass%20Half%20Full.pdf>

Marmot MG. (2003). Understanding social inequalities in health. Perspect Biol Med. Summer;46(3 Suppl):S9-23.

Krieger N, Chen JT, Ebel G. (1997). Can we monitor socioeconomic inequalities in health? A survey of U.S. health departments' data collection and reporting practices. Public Health Rep. Nov-Dec;112(6):481-91.

Beckfield J1, Krieger N. (2009). Epi + demos + cracy: linking political systems and priorities to the magnitude of health inequities--evidence, gaps, and a research agenda. Epidemiol Rev. 31:152-77. doi: 10.1093/epirev/mxp002. Epub 2009 May 27.

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### 8. Systems and Assessment Criteria

#### 8.1 System for Assessment:

Coursework 10%  
Exam 50%  
Assignments and Participation 20%  
Group project 20%

#### 8.2 Assessment Criteria and Marks:

##### 8.2.1 Examinations Convocatory I

Coursework (weighting) 10%  
Exam 50% (test, 20 questions)  
Assignments and Participation 20%  
Group project 20%

##### 8.2.2 Examinations Convocatory II

Coursework (weighting) 10%  
Exam 50%, (test, 20 questions)  
Assignments and Participation 20%  
Individual project 20%

##### 8.2.3 Examinations Convocatory III

Coursework (weighting) 10%  
Exam 50%, (test, 20 questions)  
Assignments and Participation 20%  
Individual project 20%



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### 8.2.4 Extraordinary Convocatory

Coursework (weighting) 10%  
Exam 50%, (test, 20 questions)  
Assignments and Participation 20%  
Individual project 20%

### 8.3 Single Final Evaluation:

Written exam (3 questions) 50%  
Individual Project 25%  
Asignments 25%