

(Matching)
New Course Request

MAR 13 2009

Indiana University

East Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit 97

1. School/Division Social Work 2. Academic Subject Code SWK

3. Course Number S693 (must be cleared with University Enrollment Services) 4. Instructor _____

5. Course Title Health Care Practice II

Recommended Abbreviation (Optional) _____
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2009

7. Credit Hours: Fixed at 3 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No X

9. Is variable title approval being requested? Yes _____ No X

10. Course description (not to exceed 50 words) for Bulletin publication: (Matching-MCI) "This course will examine the psychosocial impact of illnesses. Areas such as coping with chronic illness, caregiver stress, grieving, and loss, medical ethics, and violence as a health care issue will be examined. The needs of at-risk populations (i.e., children, survivors of sexual assault and domestic violence, frail elderly, individuals living with HIV/AIDS, etc.) will be addressed."

11. Lecture Contact Hours: Fixed at 3 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at _____ or Variable from _____ to _____

13. Estimated enrollment: 30 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: _____ Will this course be required for majors? Yes

15. Justification for new course: This course is required in MSW Program; pulling from MCI.

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: _____ Date 1-20-09
Department Chairman/Division Director

Dean of Graduate School (when required)

Approved by: _____ Date 1-20-09
Dean

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Indiana University

School of Social Work

S693 (3999) Health Care Practice II

Fall 200

Instructor
Section
Room
Phone
Email Address
Office Number

Course Description

This course will examine the psychosocial impact of illnesses. Areas such as coping with chronic illness, caregiver stress, grieving and loss, medical ethics and violence as a healthcare issue will be examined. The needs of at-risk populations (i.e., children, survivors of sexual assault and domestic violence, frail elderly, individuals living with HIV/AIDS, etc.) will also be addressed.

Course Objectives

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this course, students are expected to demonstrate the ability to:

1. Identify and apply critical thinking skills with at-risk populations in the healthcare system and develop appropriate strategies to address the needs of those populations
2. Identify areas for social work advocacy in the healthcare system and apply appropriate strategies to promote economic and social justice
3. Apply social work values and ethics within the context of a multi-disciplinary healthcare setting
4. Identify potential ethical issues in healthcare practice and devise strategies to address those issues
5. Analyze one's value system and how that value system informs practice
6. Identify and analyze potential psychosocial issues that are associated with certain disease entities
7. Devise and implement strategies to address the healthcare needs of myriad client populations, including but not limited to people-of-color, women, gay/lesbian individuals, elderly, chronically ill, etc.
8. Analyze, synthesize and evaluate relevant theoretical frameworks for working with clients and their support networks in various healthcare settings

9. Identify and analyze the impact of violence on health
10. Evaluate and apply findings from relevant research studies on social work healthcare practice
11. Devise and implement strategies to evaluate the effectiveness of practice
12. Articulate supervisory needs and identify areas for continued learning and development

Required Texts

Gehlert, S. & Browne, T. A. (Eds.). (2006). *Handbook of Health Social Work*. Hoboken, New Jersey: John Wiley & Sons, Inc.

Johnson, J. & Grant, G. (Eds.). (2005). *Allyn & Bacon Casebook Series: Medical social work*. Boston: Allyn & Bacon Publishers.

Other required readings will be assigned throughout the semester. Copies of those readings will be placed on electronic reserve through the library.

Evaluation and Grading

The final course grade will be based upon the following points:

Case Assessment 1	10 points
Case Assessment 2	10 points
Group Presentation	25 points
Midterm Examination.....	20 points
Final Paper	30 points
Participation in Case Simulations	5 points
Total Points	100 points

A	100 to 90 points
B	89 to 79 points
C	78 to 69 points

Scores are **not rounded to next whole number; thus, a total score of 89.50 would equate to a letter grade of B. Plus and minus grades are **not** given. **Only whole letter grades are given.***

Assignments

1. Case Assessments 1 & 2
Students will complete two comprehensive biopsychosocial assessments. The instructor will provide the case histories. (*Further details on Assignment Instructions*)

2. Group Presentation
During the semester, students will participate in a group presentations that demonstrate their ability to use practice theories with client systems who present with a range of medical and psychosocial issues. (*Further details on Assignment Instructions*)
3. Midterm Examination
The midterm examination will be given during the 9th session. It will consist of objective and essay questions.
4. Final Paper
Students will use an actual client system with whom they have worked during the semester. Cases should be from students' current practica. The following are areas that should be addressed in the paper: assessment of client system, contracting, intervention plan, any modification of contract and intervention plan, roles played by social worker, barriers to goals, ethical issues, issues of self-awareness and self-nurturing and best practice research related to the client system. If a student does not have a current practicum, the instructor will provide a case history. (*Further details on Assignment Instructions*)
5. Participation in Case Simulations
During the semester, case vignettes will be presented in class. Students will simulate the role of client, therapist, family member, etc. These simulations will be critiqued by the instructor and class members.

Content Outline

Session 1 (08/21/08)

Overview of Course

Orientation to course, course requirements and assignments
The Medical Model vs. Client-Centered Models
(*No Readings Assigned*)

Session 2 (08/28/08)

History of Social Work in Healthcare

Readings: (*Gehlert & Browne*)
The Conceptual Underpinning of Social Work in Health Care; Chp. 1
Social Work Roles and Health-Care Settings; Chp 2

Reading: (*Johnson & Grant*)
A Multi-Systemic Approach to Practice (AMS); pp. 1-28

Understanding the Culture of the Medical World
Learning to Self-Nurture

Session 3 (09/04/08)

Ethical Considerations, Assessment & Practice Models

Readings: (*Gehlert & Browne*)
Ethic and Social Work in Health Care; Chp. 3
Theories of Health Behavior; Chp 7

(*Session 3, cont'd*)

Physical and Mental Health: Interaction, Assessment & Intervention;
Chp. 8

Case Discussion

Session 4 (09/11/08)

Working with Patients & Families in an Acute-Care Health Settings

Readings: (Gehlert & Browne)
Families, Health, and Illness; Chp. 11
Social Work with Older Adults in Health-Care Settings; Chp. 14

Readings: (Johnson & Grant)
Stephanie and Rose Doer; pp. 50-75

Case Simulation

Session 5 (09/18/08)

Emergency Room Social Work

Electronic Reserve Readings

Black, C. J. (2003). Identification and empowerment-based assessment of battered women treated in emergency room and trauma settings. *The New Social Worker*, Winter 2003, 4-6.

Overview of Crisis Intervention (*Lecture & Discussion*)

Case Simulation

***Case Assessment 1 Due**

Session 6 (09/25/08)

Residential Placements

Readings: (Gehlert & Browne)
Social Work Practice and Disability Issues; Chp 15
Oncology Social Work; Chp. 17
Social Work and Chronic Disease: Diabetes, Heart Disease, and HIV/AIDS; Chp.18

Time Allotted for Planning for Group

Presentations

Session 7 (10/02/08)

Working with Grief & Loss

Readings: (Gehlert & Browne)
Religion, Spirituality, and Health; Chp. 10
End-of-Life Care; Chp. 20

(*Session 7, cont'd*)

Readings: (Johnson & Grant)

Bob and Phil; pp. 29-49

Possible Guest Lecturer

***Case Assessment 2 Due**

Session 8 (10/09/08)

Practice in the Community & Managed Care

Readings: (*Gehlert & Browne*)

Community & Health; Chp. 6

Communication in Health Care; Chp. 9

Safety Issues and Practice in the Community (*Lecture & Discussion*)

***Review for Midterm**

Session 9 (10/16/08)

Midterm Examination

Time Allotted for Planning Group Presentations

Session 10 (10/23/08)

Violence as a Healthcare Issue: Working with Battered Women

Overview of Theories on Violence Against Women: (*Lecture & Discussion*)

Electronic Reserve Readings:

Mikki's Story; pp. 29-68

Simulation

Case

Session 11 (10/30/08)

Group Presentations
(*two presentations, PRN*)

Session 12 (11/06/08)

Group Presentations (*two presentations, PRN*)

Session 13 (11/13/08)

Violence as a Healthcare Issue: Working with the Homeless

Overview of Statistic on Homeless (*Lecture & discussion*)

Readings: (*Johnson & Grant*)

Annie; pp. 76-95

Case Simulation

Session 14 (11/20/08)

Violence as a Healthcare Issue: Bullying

Readings on Electronic Reserve:

Van Soest, D. & Bryant, S. (1995). Violence reconceptualized for social work: The urban dilemma. *Social Work*, 40(4), 549-557.

(Session 14, con't)

Documentary– *Bullied to Death*
Possible Guest Lecturer

Thanksgiving Holiday

(11/26/08 to 11/30/08: No Class on 11/27/08)

Session 15 (12/04/08)

Supervision Issues & Wrap-Up

Supervision Issues (*Lecture & Discussion*)

Case Illustration

Course Evaluation

***Final Paper Due**

**Attempts will be made to closely follow the syllabus; however, the syllabus is the 'map'—not the 'territory.' At times, deviation from the syllabus might become necessary.*

Instructor & Student Responsibilities

Instructor's Responsibilities

- § Facilitate an environment conducive for the adult learner
- § Design weekly lectures
- § Read and provide feedback on written material submitted, presentations and simulations
- § Provide assistance and clarification on assignments and concepts, as needed

Student's Responsibilities

- § Attend and actively participate in class sessions
- § Respect your fellow students by being open and attentive to their ideas and opinions
- § Share your ideas and opinions with the class
- § Complete readings as assigned
- § Complete written assignments in a timely manner
- § Participate in group presentations and simulations

Office Hours

Office hours will be on Thursday from 4:30 p.m. to 6:00 p.m. and by appointment.

Course Policies

1. Students should have read assigned materials in the order specified by the instructor and should be ready to participate knowledgeably and constructively in class activities.
2. Students are expected to be present when class begins.

3. Academic dishonesty (*including cheating on exams and plagiarism in papers*) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university guidelines will be followed. ***Any student caught cheating or plagiarizing (offering the work of someone else as one's own) will fail the course.*** Failure of a required social work course will result in automatic dismissal from the social work program. A student's right to appeal such dismissal is outlined in materials distributed at student orientation meetings. To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. Normally, simply including a work in your list of references is insufficient. Rather, you must specifically acknowledge a source sentence by sentence, as necessary. See the APA Manual.

4. In consideration of fellow students and the instructor, turn off pagers and cell phones when class is in session and limit conversations with *'neighbors'*.

Grading criteria for papers

Effective practice of social work requires good writing skills to communicate information accurately and concisely to others involved in helping client systems. Therefore, written assignments will be evaluated both for the content and ideas presented and for the clarity of the presentations. In grading written assignments, the following areas will be considered:

Presentation and Appearance

- § Neatness

- § Correct grammar, syntax (*e.g., noun-verb agreement, sentence structure, proper and consistent verb tense, etc.*)
- § Spelling
- § Punctuation
- § Correct usage of American Psychological Association style

- § All written assignments should have the pages numbered, and the assignments should be placed in a binder.

- § Font size should be between 10.5 and 12 pts.

Organization

- § Structure and format of the paper
- § Logical sequencing and continuity of ideas
- § Congruency of content of paper and requirements of assignment
- § Clarity of expression; logical cohesiveness
- § Conciseness

Content

- § Completeness of each part of the paper
- § Selection of references
- § Use of references within the body of the paper
- § Integration of readings, lectures and discussions into the topic of paper
- § Papers should be typed, double-spaced and include a reference list.

Social Work Practice S693 Bibliography

- Baker, D. I., Gottschalk, M., Eng, C., Weber, S. & Tinetti, M. E. (2001). The design and implementation of a restorative care model for home care. *Gerontologist, 41*(2), 257-263.
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- Carpenter, J. (2002). Mental health recovery paradigm: Implication for social work. *Health and Social Work, 27*(2), 86-94.
- Coles, J. (2001). The social model of disability: What does it mean for practice in services for people with learning difficulties? *Disability & Society, 16*(4), 501-510.
- Conviser, R. & Pounds, M. B. (2002). The role of ancillary services in client-centered systems of care. *AIDS Care, 14*, supplement, August, S119-S131.
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- Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. *Families in Society, 82*(3), 233-242.
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- Kotlowitz, A. (1991). *There are no children here*. New York: W. W. Norton & Company.
- Lama, Dalai, His Holiness & Cutler, H. C., MD. (1998). *The art of happiness: A handbook for living*. New York: Riverhead Books.
- Lama, Dalai, His Holiness. (1999). *Ethics for the new millennium*. New York: Riverhead Books.

- Leitsch, S. A., Zarit, S. H., Townsend, A. & Greene, R. (2001). Medical and social adult day service programs: A comparison of characteristics, dementia clients, and their family caregivers. *Research on Aging*, 23(4), 473-498.
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- Roberts, A. R., (Ed.). (1996). *Crisis management & brief treatment*. Chicago, IL: Nelson-Hall Publishers.
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- Yudofsky, S., Hales, R. E., & Ferguson, T. (1991). *What you need to know about psychiatric drugs*. NY: Grove Press.