

# SWK-S 692 Health Care Practice I (3 cr.)

## Course Information

Semester:	XXXXXX	Instructor:	XXXXXX
Section:	XXXXXX	Office:	XXXXXX
Location:	XXXXXX	Email:	XXXXXX
Day:	XXXXXX	Phone:	XXXXXX
Time:	XXXXXX	Office Hours:	XXXXXX

## Course Description

This course will focus upon the role of the social worker in health care settings. Issues such as team building, professional identity, patient advocacy, ethics and managed care will be addressed. Also, the impact of healthcare payment sources and healthcare choices for patients will be explored.

## Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

### Primary

- 6: Engage with Individuals, Families, Groups Organizations, and Communities.

Social workers understand that engagement in an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities (CSWE, 2015 EPAS, p. 8)

- 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention in an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities (CSWE, 2015 EPAS, p. 8).

### Secondary

- 7: Assess individuals, families, groups, organizations and communities
- 1: Demonstrate ethical and professional behavior

## Course Objectives

- S692-01** Demonstrate and apply knowledge and understanding of the structure, function and purpose of different health care delivery systems.
- S692-02** Compare and contrast the roles and functions of the social worker with and other health care professionals on the interdisciplinary team.
- S692-03** Apply social work values and ethics to scenarios commonly experienced in various health care settings.
- S692-04** Demonstrate the tools/skills required for health care professional practice.
- S692-05** Demonstrate practice behaviors used in interdisciplinary health care settings.

## Required Texts

Allen, K. M. & Spitzer, W. J. (Eds). (2016). *Social work practice in healthcare: Advanced approaches and emerging trends*. Thousand Oaks, CA: SAGE Publications.

Chabner, Davi-Ellen. (2014). *Medical Terminology: A Short Course (7th edition)*. St. Louis, MO: Saunders.

Medical Abbreviations and Acronyms. Quick Study Academic (2002). On amazon.com for \$5.00. This is a laminated tri-fold card.

Miller, W., & Rollnick, S. (2012) *Motivational interviewing: Helping people change (3rd edition)*. NewYork, NY. The Guilford Press.

Wehrenberg, M. (2008). *The 10 Best-Ever Anxiety Management Techniques: Understanding How Your Brain Makes You Anxious and What You Can Do to Change*. New York: W. W. Norton & Co.

Other articles will also be assigned

**Additionally, you need to purchase one book of your choice that is a first-person narrative of someone with an illness.**

## Course Content

This course covers the essential skills that social workers need to function in a health care setting. Included in this course are learning medical terminology, understanding the various roles on interprofessional teams and what constitutes effective teamwork, understanding chronic illness and its impact on a person and their family, understanding and practicing motivational interviewing as a counseling technique, completing advance directives, and responding to patients and families experiencing anxiety.

**Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.**

## Course Outline

### Module 1: Overview and Beginning Assessments

#### *Overview*

- A. Overview of class, review of syllabus and course expectations
- B. Deciphering medical terminology & pre-test
- C. Discussion: What does a health care social worker need to know?
- D. Elevator speech

### Module 2: History, Social Work Role in Health Care

#### *Overview*

- A. Medical terminology

- B. Chapters in book—discussion

### *Assignments*

#### *Readings*

1. Medical Terminology, Chapter 1
2. Allen & Spitzer, Chapters 1-2

#### *Individual Assignment*

3. Reflection on being a patient.

## Module 3: Career Options

### *Overview*

- A. Medical terminology
- B. Allen & Spitzer, Chapter 4: Practice Skills and Competencies
- C. Case study for discussion

### *Assignments*

#### *Readings*

1. Medical Terminology, Chapter 2
2. Allen & Spitzer, Chapter 4

## Module 4: Inter-disciplinary Teams

### *Overview*

- A. Discussion of interprofessional team activity
- B. How is social work similar to and different from these other professions?
- C. Medical terminology, review of abbreviations

### *Assignments*

#### *Readings*

1. Hall, P. Interprofessional teamwork: Professional cultures as barriers. *Journal of Interprofessional Care*, Supplement 1, 188-196.
2. Deja, K. (2006). Social workers breaking bad news: The Essential role of an *interdisciplinary team when communicating prognosis*. *Journal of Palliative Medicine*, 9(3).

## Module 5: Interprofessional Teams

### *Overview*

- A. Interprofessional Team Presentations

## Module 6: Motivational Interviewing, Session I

### *Overview*

- A. Introduction to Motivational Interviewing

### *Assignments*

#### *Readings*

1. Stages of Change (stop at the section on Experiential Processes) [Prochange Website](#)

2. Motivational Interviewing, Part I (Chapters 1-3)

## Module 7: Motivational Interviewing, Session II

### *Overview*

- A. Motivational Interviewing
- B. Medical terminology, medications (given in class)

### *Assignments*

#### *Readings*

1. Motivational Interviewing, Part II & III

#### *Group Assignment*

1. Team progress report due.

## Module 8: Motivational Interviewing, Session III

### *Overview*

- A. Motivational Interviewing

### *Assignments*

#### *Readings*

1. Motivational Interviewing, Part IV
2. Medical Terminology, Chapter 3

## Module 9: Chronic Illness

### *Overview*

- A. Chronic Illness
- B. Medical Terminology

### *Assignments*

#### *Readings*

1. Medical Terminology, Chapter 4
2. Allen & Spitzer, Chapter 7

## Module 10: Mental Health I

### *Overview*

- A. Mental Health AssessmentL depression, anxiety, psychosis
- B. Medical Terminology

### *Assignments*

#### *Readings*

1. Medical Terminology, Chapter 5
2. Anxiety Book, Part I & II

## Module 11: Tour & Talking to Families about Funeral Planning

### *Overview*

- A. Tour of Funeral Home
- B. Class held at the Flanner and Buchanan Mortuary at 635 E. Market St. Indianapolis

### *Assignments*

#### *Individual Assignment*

- 1. Paper on Understanding Illness Due

## Module 12: Mental Health II

### *Overview*

- A. Mental Health
- B. Medical Terminology

### *Assignments*

#### *Readings*

- 1. Medical Terminology, Appendix I Body Systems
- 2. Anxiety Book, Part III & IV

## Module 13: Advance Directives

### *Overview*

- A. Advance Directives
- B. Medical Terminology Review
- C. Suicide

### *Assignments*

#### *Individual Assignment*

- 1. Case Study on Anxiety due

## Module 14: Medical Terminology Test

### *Overview*

- A. Medical Terminology Test
- B. Documentation Practice Activity in Class

## Module 15: Patient Support Group

### *Overview*

- A. Patient Support Group in Class

### *Assignments*

#### *Individual Assignment*

- 1. Advance Directives due.

## Assignments and Grading

More specific instructions for each assignment will be provided; instructor will discuss details or answer any questions related to assignment during class hours.

### Assignments

Reflection on Being a Patient Paper: .....	7.5%
Reading Quizzes (5 for 5 points): .....	12.5%
Interprofessional Team Member Presentation: .....	15%
Mental Health Case Study and App Paper:.....	15%
Medical Terminology Exam: .....	25%
Understanding the Patient/Family Experience Paper: .....	20%
Completion of Advance Directives: .....	5%

### Reflection paper on your own illness/hospital experiences

Write a 3-6 page reflection paper about a time when you were ill, or when a family member/friend was ill, and your experience with the medical system (can be good, bad or mixed). You may write about how it feels to be a patient, dealing with insurance, encountering medical personnel, or whatever was striking about the experience. Talk about the events and feelings that you or your loved one experienced. How does this experience impact you now and also your future practice as a health care social worker? No references are necessary for this paper unless you choose to incorporate them. Please format as per usual with APA cover page and invent a title of your choice that encapsulates your experience. You will be asked to share as much as you feel comfortable in class.

### Medical Terminology Exam

Complete the self-study in medical terminology and take a 100 question test in class. We will spend a brief amount of time in class going over some medical terms, but the bulk of this work will be done on your own. We will also cover some common abbreviations and medicines each week as well. **You may want to make flash cards so that you can quiz yourself as you go.**

### Quizzes over Reading

Randomly given 5 times for 5 points each = 25 points. Just to keep you on your toes.

### Understanding the Patient and Family Experience of Illness

This assignment will enable you to examine in depth a chronic illness experience for patients and families. Pick a first-person narrative book about a person who has an illness, preferably one related to your practicum or future career interest. Suggested books for this assignment are listed later in the syllabus, but you may, with instructor approval, select a different illness to focus upon. You will also need to search the literature and find any information about coping and the impact on the person and/or family. You will write a paper about your book and research, and you will role play this patient at our last session in our illness support group. In this paper, you must list the following about your chosen book:

- A. A description of the person (author), the illness and its impact on the person's life. This should not be the biggest part of the paper.

- B. Identify factors that helped the person cope well with this illness (protective factors for resilience) Examples could include a positive outlook, spirituality, the influence of spouses or other support systems or any other personal characteristics, techniques or issues that can impact coping.
- C. Critique the strengths and weakness of the book. Also, would you recommend it to a person with the illness or a family member?
- D. What the literature says about coping with this type of illness (what is helpful or harmful?) Identify at least three
- E. You will portray this person at our last class in our support group meeting

## Interprofessional Team Member Presentation

You (and depending on class size, perhaps a partner) will be given a role in an interdisciplinary team setting to research. You will prepare a 10 minute PowerPoint presentation about this profession including the following:

Educational background and training, levels of credentials, work settings, beginning salary, and other basic info about the profession

Areas of expertise and types of treatment provided to patients

How social work may intersect with this role (areas of commonality, role blurring)

Interview a professional or a student from this discipline. Ask them about the following:

Likes and dislikes about their job,

What they specialize in,

What they think distinguishes their profession from others,

What they think that people do not often know about their profession,

Their view of social work or how they intersect with social work.

If they choose to share salary with you, that is great, but certainly not expected. They might be able to share with you the starting salary or average salary for their profession (less threatening). If not, see what you can find on the internet.

Feel free to ask them other things so that you can share their perspective in class.

You should post your presentation for the class on Canvas and provide the instructor with a copy of your slides during your class presentation.

## Assessing and Understanding Mental Health Issues in Health Care:

Anxiety is a common presentation in health care, and it can exacerbate medical conditions. It can be treated with some brief strategies. For this assignment, you will read *The 10 Best-Ever Anxiety Management Techniques: Understanding How Your Brain Makes You Anxious and What You Can Do to Change* (Wehrenberg, 2008). You will be given a case study and you will need to apply the material in the book to help the patient. Also, you will need to choose a mental health app to pilot for the semester. You will write about your experience using the app in this brief paper as well. Most apps are free, but you are welcome to purchase something that you might want to use for your own purposes.

Here are some examples, but feel free to find one that works for you:

Breath2Relax

PTSD coach – app from VA

SAM: Self-help for anxiety management

Or one of the free apps on PsychCentral: [Top Mental Health Apps](#)

## Completion of Advance Directives

You will need to complete for yourself your own Living Will and Healthcare Power of Attorney or Representative. You can show these to the instructor in order to receive your points.

## Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many

respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

### *Grading scale*

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

## Course Policies

*Assignments are due at midnight on the day that they are on the syllabus.* Late assignments will result in a 1-3 point per day deduction on the assignment.

Since the course is designed for learning by participating, experiencing and practicing, your attendance and interaction in all sessions is important to your learning. Interaction includes participating in course activities and discussions. If a class must be missed, please let the instructor know. Students are expected to be at class on time, as we will start promptly as scheduled.

Because much of the material we will cover not only has an academic component, but an emotional one as well, there may be emotions, differences of opinion and even some debate during this course. Students are expected to handle themselves in a professional and courteous manner, demonstrating respect for their peers even when there are differences of opinion.

A formal evaluation of the course and its instructor will be administered online toward the end of the course, consistent with the School's academic policy. A mid-term evaluation may be conducted by the instructor.

Grades will be posted on CANVAS. In accordance with the Indiana University School of Social Work grading policy, students must earn at least a "C" to pass this course.

In an attempt to maintain an adult climate in which ideas can be openly explored, children do not belong in lectures or exam situations. Exceptions in emergencies can be cleared with the instructor ahead of time.

If for some reason you are unable to complete the work assigned, an Incomplete must be negotiated with the professor prior to the last two weeks of class. Students must have completed more than half of the course in order to be considered for an Incomplete.

Students missing more than three classes may be asked to drop the course.

Laptop usage is fine, but as it is often tempting to surf or browse the web, please monitor your own behavior. The instructor reserves the right to ask students to put away laptops or cell phones during discussions and activities not requiring note-taking.

If your cell phone rings or vibrates excessively loudly during class, you will be asked to bring snacks for everyone for the next class session. You can be cheap (gum, hard candy), but you have to pay the piper.