Course Information

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

Course Description

This course examines the impact of illness from the medical, psychosocial and environmental perspectives. Areas, such as coping with chronic illness, caregiver stress, grieving and loss, medical ethics and violence as a healthcare issue, are 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.) are also examined.

This is a specialty level course, which builds upon MSW foundation level courses. This course will prepare students to be professional social workers in various healthcare agencies and organizations (i.e., acute care hospitals, clinics, nursing homes, renal dialysis centers, adult daycare centers, etc.). The Council on Social Work Education (CSWE), the accrediting body for schools of social work, requires social work programs to demonstrate how each course in the curriculum helps students to develop competencies expected of all who seek entry into the profession. This course is required for all students in the Health Specialty.

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 theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies (CSWE, 2015 EPAS, p.8).

- 7: Assess individuals, families, groups, organizations and communities
  Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies (CSWE, 2015 EPAS, p. 9).

Secondary

- 2: Engage diversity and difference in practice
- 8: Intervene with individuals, families, groups, organizations and communities
• 9: Evaluate practice with individuals, families, groups, organizations and communities

Course Objectives

**S693-01** Create and implement strategies to address the healthcare needs of vulnerable patient populations, including but not limited to people-of-color, women, gay/lesbian individuals, older adults, chronically ill, etc.

**S693-02** Evaluate research on best-practice methods for various patient populations and integrate those methods into working with those patient populations.

**S693-03** Analyze societal values in terms of how those values can oppress vulnerable populations and advocate on behalf of those populations to promote social, economic and environmental justice.

**S693-04** Articulate and integrate social work values and ethics within the context of an interdisciplinary healthcare setting.

**S693-05** Evaluate one’s values and how those values can inform practice within a healthcare setting.

**S693-06** Create and implement strategies to evaluate the effectiveness of one’s practice within a healthcare setting.

Required Texts


Recommended Texts


Course Content

This course trains students to engage, assess and intervene with various size patient systems within myriad healthcare settings. The course analyzes factors that sustain and/or impede health and well-being. A major focus of the course is working with and advocating for vulnerable patient populations. The major evaluation of students’ progress in accomplishing the learning objectives of this course is through the following assignments.

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: Introduction to the course

Overview
  A. Introduction.
  B. Orientation to the course.

Module 2: Practice Frameworks and Health Settings

Overview
  A. Frameworks of social work practice in health settings
  B. Theoretical models
  C. Practice skills and competencies
  D. Biopsychosocial assessment

Assignments
Readings

Recommended Readings

Module 3: Working with Individuals and Families, Patient/Client-Centered Care

Overview
  A. Working with individuals
  B. Working with families
  C. Patient/Client-centered care
  D. Social work values and ethics
  E. Medical ethics

Assignments
Readings
Required Readings for this Week


Read (at least) ONE of the following:


Module 4: Social Determinants of Health, Social Conditions

**Overview**

A. Social determinants of health

B. Social conditions:

C. Poverty

D. Oppression

E. Homelessness

F. Violence

**Assignments**

**Readings**

**Required Readings for this Week:**


   [http://search.alexanderstreet.com.proxy.ulis.iu.edu/view/work/bibliographic_entity%7Cvideo_work%7C2677862](http://search.alexanderstreet.com.proxy.ulis.iu.edu/view/work/bibliographic_entity%7Cvideo_work%7C2677862). (See “Clips” for Episode links)

   Episode 1: In Sickness and in Wealth
Episode 2: When the Bough Breaks

Watch ONE of the following episodes:

Place Matters: Physical Environment and Health
Becoming American: Social Support and Latino Immigrants
Bad Sugar: Diabetes in Native American Communities

Individual Assignment
1. Film reaction paper due.

Module 5: Current Health Priorities, Likely-to-Persist Health Problems, Chronic Conditions

Overview
A. Likely-to-persist health problems
B. Leading causes of death— noncommunicable diseases
C. Chronic conditions

Assignments
Readings

4. Read (at least) ONE of the following:

Recommended Reading:

**Individual Assignment**
1. Biopsychosocial Assessment Assignment due.

**Module 6: Cross-Cultural Practice, Working with Vulnerable Populations**

**Overview**
A. Cross-cultural practice
B. Cultural humility
C. Vulnerable populations

**Assignments**

**Readings**

Read (at least) ONE of the following:


**Module 7: Group work**

**Overview**
A. Students will meet in their teams to work on the Team Health Presentation Assignment.
B. There will be no class session.
Assignments
Group Assignment
1. Team progress report due.

Module 8: Acute Care, Emergency Settings and Crisis Intervention

Overview
A. Crisis intervention
B. Acute care
C. Emergency departments

Assignments
Readings

Module 9: Pediatric Health Care, Working with Children and Adolescents

Overview
A. Pediatric health
B. Children with special health care needs
C. Needs of children
D. Needs of adolescents

Assignments
Readings

Read (at least) ONE of the following:

Module 10: Gerontological Health Care and Long-Term Care

Overview
A. Aging
B. Gerontological health care
C. Needs of older adults
D. Long-term care

Assignments
Readings

Module 11: End-of-Life Care

Overview
A. End-of-life care
B. Palliative care
C. Hospice care

Assignments
Readings
Module 12: Substance Use and Medicalized Social Problems

Overview
A. Addiction
B. Substance use
C. Medicalized social problems

Assignments
Readings
4. Johann Hari, Eveyrthing you think about addiction is wrong. TEDtalk. TedTalks website

Module 13: Mental Health in Healthcare Settings

Overview
A. Mental illness and health disparities
B. Severe mental illness
C. Mind-body connection

Assignments
Readings
Module 14: Public Health, Community Health and Global Health

Overview
A. Public health social work
B. Health promotion
C. Community health
D. Global health

Assignments
Readings

Module 15: Future of Social Work Practice in Health Settings

Overview
A. Team presentations
B. Future of social work in health settings
C. Future needs of health care

Assignments
Readings
Group Assignment
1. Team Health Presentation Powerpoint due.
2. In-class Team Health Presentations and handout.

Assignments and Grading
More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments
Biopsychosocial Assessment Assignment: .................................................25%
Team Health Presentation: .................................................................25%
Student Outreach Clinic Assignment: ..............................................20%
Article Discussion Exercise: ............................................................10%
Practice in Context Discussion Exercise: .........................................10%
Class Participation and Attendance: ................................................10%

Biopsychosocial Assessment (25%)
Students are required to complete one comprehensive biopsychosocial assessment on a case from their (present or past) field practica or other volunteer experiences. If a student does not have a case to draw upon, the instructor will provide a case vignette. Assignment details will be available on Canvas.

Related Course Objectives: S693-1, S693-5, S693-6
Related EPAS Competencies: 2, 6, 7, 8, 9

Team Health Presentation (25%)
This assignment examines the needed skills and knowledge base to work effectively with diverse populations in various health settings. Students will work in teams to present on a population-based health topic—teams will select a specific population (e.g. children, women, older adults, prisoners, immigrants, etc.) and a health topic (e.g. cancer, palliative care, substance use, obesity, etc.) salient to the population. Students will analyze social work practice with the population in response to the health problem/priority/behavior and focus on health promotion.

Teams will give a presentation utilizing Powerpoint (or equivalent platform) in class and will also provide a handout that summarizes their presentation. Students will examine the interdependence between the medical and environmental realms. Class time will be allotted for group work on this assignment. A team progress report will be required during the semester and will be factored into the assignment grade. Assignment details will be available on Canvas.

Related Course Objectives: S693-1, S693-2, S693-3, S693-4, S693-5, S693-6
Related EPAS Competencies: 2, 6, 7, 8, 9
Student Outreach Clinic Assignment (20%)

All students are required to volunteer at the IU Student Outreach Clinic on one Saturday during the semester. After completing a volunteer experience at the Student Outreach Clinic, students will write a 3-4 page reflection paper highlighting key areas of learning considering relevant social justice, cultural, ethical, and practice-related implications. Students are permitted to write the reflection paper in teams. Assignment details will be available on Canvas.

Related Course Objectives: S693-1, S693-3, S693-4, S693-5

Related EPAS Competencies: 2, 6, 7, 8, 9

Article Discussion Exercise (10%)

All students will lead one brief in-class discussion on a current (published within the last two years) news article, journal article, or policy brief related to a health issue. The in-class discussion should be about 15-20 minutes in length. Discussion leaders are expected to:

1. Present the main idea(s) of the article.
2. Discuss the health issue’s relevance to social work and potential client populations.
3. Prepare two discussion questions for the class and lead a discussion/exercise.

The discussion dates will be determined during the first week of class. Students should post a link to their article to the Article Discussion Thread 24 hours prior to the day of their discussion exercise. Powerpoint or other materials are not required.

Related Course Objectives: S693-2, S693-3, S693-4

Related EPAS Competencies: 2, 7, 9

Practice in Context Discussion Exercise (10%)

All students will lead one in-class discussion on a chapter from *Social Work in Health Settings: Practice in Context* by McCoyd & Kerson. The in-class discussion should be approximately 20-30 minutes in length. Discussion leaders are expected to:

1. Summarize the key elements of the Context and Decisions About Practice.
2. Lead the class in constructing a basic biopsychosocial assessment of the case.
3. Select one of the chapter’s discussion questions and lead a class discussion/exercise.

The discussion dates will be determined during the first week of class. Powerpoint or other materials are not required.

Due: Rolling deadline. See Article/PiC Discussion Schedule under Files.

Class Participation & Attendance (10%)

Students are expected to attend class sessions and to actively engage during class sessions and course activities. Please be in touch with the instructor regarding excused absences (religious observance, illness, family emergencies, etc.) that may be made up. Attendance, participation, involvement in discussions, activities, presentations and group assignments will determine the Class Participation and Attendance grade by the end of the semester.
Scholarly and professional participation is expected throughout the semester. Scholarly and professional participation is to include discussion that reflects the readings, critical thinking, and posing questions that reflect the same. Participation is to be professional and inclusive of other colleagues. Professionalism demonstrated in class is evaluated as follows: Class participation will take into account the manner and extent to which a learner: a) attends regularly and is on-time; b) is prepared for the class discussion; c) shares experiences, viewpoints, and reactions; d) raises relevant questions and issues; e) participates in analysis of practices under discussion; and f) gives and uses feedback constructively. Professional class participation is essential.

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**

**Assignment**
Students are expected to submit all assignments on time. **If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached.** Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

**Attendance and participation**
Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. **Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course.** Late arrivals and early departures will also lead to course point deductions. It’s up to instructor’s discretion to decide the deduction points. **If you miss five or more classes you will fail the course.**