**Social Work 631**

**Advanced Theories and Clinical Interventions in Health Care**

**3 Units**

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| --- | --- | --- | --- |
| **Instructor:**  **Peggy Stewart**  **MSW, LCSW, PhD Candidate** |  | | |
| **E-Mail: peggyste@usc.edu** |  | **Course Day: Wednesday**  **Section 67438D** |  | |
| **Telephone:**  **818-209-6693** |  | **Course Time: 8:45-10:00 AM**  **PST** |  | |
| **Office Hours: Wed. 10:00 am-1:00 pm &**  **By Appointment** |  | **Course Location: VAC** |  | |
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# Course Prerequisites

SOWK 505 and SOWK 545

# Catalogue Description

Evaluation of theory, best practices, emerging issues, and skill development in health settings; interaction among cultural, socioeconomic, and organizational factors.

# Course Description

This course builds upon first year Human Behavior and Practice foundation courses from a trans-disciplinary perspective. The goal is to facilitate integrating this knowledge with advanced analysis of research and theory for social work practice in health care settings serving diverse urban populations. The content of the course will include current and emerging health behavior theory, research, and practice specific to a variety of health related settings and to populations diverse on gender, age, ethnicity, sexual orientation and health status. Theories of behavior change will be related to research and practice across micro, meso, and macro practice arenas. A strengths resilience orientation will be presented relevant to all groups.

The goal is the development of a culturally relevant and evidence-based practitioner able to work at micro, meso and macro levels in health. Skills will include interviewing, social support and psycho-educational interventions with individuals and groups. Supportive context will include the varied roles of social workers in health care including team membership, collaboration, case management, advocacy and leadership. These integrated Behavior Practice skills will be adapted to assess, diagnose, engage, and treat populations such as the terminally and chronically ill, frail elderly, disabled, women, men, children, adolescents, and gay, lesbian, bisexual, transgender, and questioning persons, utilizing culturally relevant ecological perspectives. Ethical dilemmas involving right to life, right to die, advance directives, life support, surrogacy and other issues will be discussed. Self-determination, informed consent, social justice for oppressed populations, confidentiality and other social work values will be integrated into class learning.

# Course Objectives

The Advanced Theories and Clinical Interventions in Health Care course (SOWK 631) will:

| **Objective #** | **Objectives** |
| --- | --- |
| 1 | Provide students with an advanced theoretical base for helping individuals, families, and groups in varied health care settings, utilizing a bio-psychosocial, ecological perspective in oral and written materials. |
| 2 | Teach students methods for constructing rationale for the selection and identification of critical elements of application and evaluation of practice approaches for work with individuals, couples, families, and groups, including (but not limited to) bereavement issues, crisis intervention, problem-solving, group, and stress management. |
| 3 | Facilitate opportunities for students to articulate personal and professional values and promote the skills required to perform as valued professionals in a trans-disciplinary setting including critical analysis of evidence-based alternatives, non-traditional health care practices of various cultural groups. |
| 4 | Assist students in increasing their knowledge of community resources for purposes of consultation, collaboration, advocacy, referral, and networking on behalf of clients and families and reinforce the need for lifelong learning resources to sustain excellence in current clinical practices as well as contribute to evolution of trends in the health and social work fields (such as Internet-related sources, professional associations, conferences, and journals). |
| 5 | Provide students with opportunities to demonstrate awareness of self as it impacts professional practice and ethical decision-making through the application of a strengths/resilience approach to analyze the social worker role. |

# Course format / Instructional Methods

Lecture, discussion with demonstration of techniques, role play, and class presentations constructed around learner needs and core curriculum elements.

# Student Learning Outcomes

Student learning for this course relates to one or more of the following ten social work core competencies:

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| **Social Work Core Competencies** | | **SOWK 631** | **Course Objective** |
| 1 | **Demonstrate Ethical and Professional Behavior** | **\*** | **3** |
| 2 | **Engage in Diversity and Difference in Practice** | **\*** | **3** |
| 3 | **Advance Human Rights and Social, Economic, and Environmental Justice** |  |  |
| **4** | **Engage in Practice-informed Research and Research-informed Practice** | **\*** | **2** |
| 5 | **Engage in Policy Practice** |  |  |
| 6 | **Engage with Individuals, Families, Groups, Organizations, and Communities** | **\*** | **1, 5** |
| 7 | **Assess Individuals, Families, Groups, Organizations, and Communities** | **\*** | **1, 5** |
| 8 | **Intervene with Individuals, Families, Groups, Organizations, and Communities** | **\*** | **1, 2, 4, 5** |
| 9 | **Evaluate Practice with Individuals, Families, Groups, Organizations and Communities** |  |  |

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

| **Competencies/ Knowledge, Values, Skills** | **Student Learning Outcomes** | **Method of Assessment** |
| --- | --- | --- |
| **Demonstrate Ethical and Professional Behavior:**   * Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels * Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas * Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior * Understand the profession’s history, its mission, and the roles and responsibilities of the profession * Understand the role of other professions when engaged in inter-professional teams * Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective * Understand emerging forms of technology and the ethical use of technology in social work practice | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context | Assignment #3 |
| Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations |  |
| Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; | Assignments 1-4 |
| Use technology ethically and appropriately to facilitate practice outcomes; |  |
| Use supervision and consultation to guide professional judgment and behavior. |  |

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| **Engage in Diversity and Difference in Practice:**   * Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. * Understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. * Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; | In class group activities  Assignment #1 and #3 |
| Present themselves as learners and engage clients and constituencies as experts of their own experiences; |  |
| Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |  |

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| **Advance Human Rights and Social, Economic, and Environmental Justice**:   * Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education * Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. | Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; |  |
| Engage in practices that advance social, economic, and environmental justice |  |

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| **Engage In Practice-informed Research and Research-informed Practice:**   * Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. * Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. * Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. * Understand the processes for translating research findings into effective practice. | Use practice experience and  theory to inform scientific inquiry  and research. | Assignments #2 & #4 |
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| Apply critical thinking to engage  in analysis of quantitative and  qualitative research methods  and research findings. |  |
|  | Use and translate research  evidence to inform and improve  practice, policy, and service  delivery. |  |

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| **Engage in Policy Practice:**   * Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. * Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. * Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. * Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. * Knowledgeable about policy formulation, analysis, implementation, and evaluation. | Identify social policy at the  local,state, and federal level that  impacts well-being, service  delivery, and access to social  services. |  |
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| Assess how social welfare and economic policies impact the delivery of and access to social services. |  |
| Apply critical thinking to  analyze,formulate, and advocate  for policies that advance human  rights and social, economic, and  environmental justice. |  |

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| **Engage with Individuals, Families, Groups, Organizations, and Communities:**   * Understand that engagement is 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. * Value the importance of human relationships. * Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. * Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. * Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. * Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. | Apply knowledge of human  behavior and the social  environment, person-in  environment, and other  multidisciplinary theoretical  frameworks to engage with  clients and constituencies. |  |
| Use empathy, reflection, and  interpersonal skills to effectively  engage diverse clients and  constituencies. |  |

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| **Assess Individuals, Families, Groups, Organizations, and Communities:**   * Understand that assessment is 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. * Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. * Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. * Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. * Understand how their personal experiences and affective reactions may affect their assessment and decision-making. | Collect and organize data, and apply  critical thinking to interpret  information from clients and  constituencies | Assignments #2 & #4 |
|  | Apply knowledge of human behavior  and the social environment, person  in-environment, and other  multidisciplinary theoretical  frameworks in the analysis of  assessment data from clients and  constituencies. | Assignments #2 & #4 |
|  | Develop mutually agreed-on  intervention goals and objectives  based on the critical assessment of  strengths, needs, and challenges  within clients and constituencies. | Assignments #2 & #4 |
|  | Select appropriate intervention  strategies based on the assessment,  research knowledge, and values and  preferences of clients and  constituencies. | Assignments #2 & #4 |

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| **Intervene with Individuals, Families, Groups, Organizations, and Communities:**   * Understand that intervention is 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. * Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. * Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. * Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. * Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. | Critically choose and implement  interventions to achieve practice  goals and enhance capacities of  clients and constituencies. | Assignments #2 & #4 |
|  | Apply knowledge of human behavior  and the social environment, person  in-environment, and other  multidisciplinary theoretical  frameworks in interventions with  clients and constituencies | Assignments #2 & #4 |
|  | Use inter-professional collaboration  as appropriate to achieve beneficial  practice outcomes | Assignments #2 & #4 |
|  | Negotiate, mediate, and advocate  with and on behalf of diverse clients  and constituencies. |  |
|  | Facilitate effective transitions and  endings that advance mutually  agreed-on goals. |  |

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| **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:**   * Understand that evaluation is 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. * Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. * Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. * Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. | Select and use appropriate methods  for evaluation of outcomes. |  |
|  | Apply knowledge of human behavior  and the social environment, person  in-environment, and other  multidisciplinary theoretical  frameworks in the evaluation of  outcomes. |  |
|  | Critically analyze, monitor, and  evaluate intervention and program  Processes and outcomes. |  |
|  | Apply evaluation findings to improve  practice effectiveness at the micro,  mezzo, and macro levels. |  |

# Course Assignments, Due Dates & Grading

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this seminar may receive a no credit. A student who is tardy three or more times to seminar may receive a grade of no credit. If a student receives a no credit grade in this seminar, they will be required to repeat this seminar.

This is a learner-centered course. For most class Units a packet of specialized resources is available for student review. Class participation is expected which means that a synthesis of readings and application is demonstrated.

| **Assignment** | **Due Date** | **% of Final Grade** |
| --- | --- | --- |
| **Assignment 1: Presentation of Current Health Event** | Assigned Weekly | 5% |
| **Assignment 2: Midterm** | Unit 7 | 30% |
| **Assignment 3: Group Presentation** | Units 8-14 | 25% |
| **Assignment 4: Final Paper** | One day after the last day of class (on-line) | 30% |
| **Class Participation** | Ongoing | 10% |

All assignments are expected to be handed in on time unless alternative arrangements have been made with the instructor prior to the due date of the assignment. All assignments are expected to be double spaced, in Times New Roman 12-point font, and in APA 6th edition format. If you are unsure of the APA “rules,” please refer to the guidelines provided on Blackboard (on-ground) and ARES (on-line).

Each of the major assignments is described below.

## Assignment 1: Health Current Event

Retrieve a current event article from a reputable news source (newspaper or news website, or magazine like Time, etc.), something that has arisen in the **past week**, related to a health issue. Articles may be policy oriented, epidemiological, or psychosocial.

Please post your current event article 24-hours before the start of your class so that the instructor and your colleagues have the opportunity to read the article. In class, be prepared to present the issue and main points to the class (about 5 minutes) and be ready to facilitate a 5-10 minute discussion on the topic.

**Your discussion should include:**

* 1. a brief description of the article
  2. rationale for why this is an important issue for society
  3. rational for why this is an important issue for health social worker (or social workers in general)
  4. potential implications of report for policy and/or practice, and or ethics.

**- PLEASE USE THESE FOUR CATEGORIES FOR YOUR PRESENTATION -**

**Due Date: Will be assigned (at random) the first day of class.** *This assignment relates to student learning outcomes 4-6.*

## Assignment 2: Take Home Midterm

For the midterm, you will receive a set of case vignettes in class/on the wall **during Week 5**. You will chose **ONE** of the cases to utilize for your practice midterm. The objective of this assignment is for you to take one case and apply your practice skills. You are being asked to provide an assessment, develop a treatment plan, discuss therapeutic interventions, and discuss resources coordination. Please denote which case you are responding to.

Please cover:

**Assessment**―We are asking you to discuss the immediate issues being presented and discuss how you are going to prioritize the individual’s needs. This is not just a restatement of the case but should also guide your reader as to what content areas you will address.

**Treatment Plan**―What will the treatment plan include? What is your primary focus when formulating the initial treatment plan? Consider immediate and on-going needs of the individual.

**Therapeutic Intervention**―Talk about initial interventions for this case and discuss areas of focus. This may include crisis stabilization, compliance, grief and loss, education, etc.

**Resources Coordination**―What resources should you be presenting to the individual/family? Consider both immediate and long-term needs.

The mid-term should be 5-7 pages in length, NOT including any cover pages or reference page. 5-7 references required, with a minimum of 2 outside the required reading on the syllabus.

**Due Date: Please send an upload to the platform before class start time in Unit 7.**

*This assignment relates to student learning outcomes 4-9.*

## Assignment 3: Presentation

This individual or group presentation on a topic relevant to the week the individual/group selects. The topics are population based; the group may pick any topic within the population group to address. The groups are: vulnerable populations (week 7), mental health (week 8), older adults (week 9), men (week 10), women (week 11), adolescent & children (week 12), chronic illness &, pain management (week 13) and substance use (week 14). Selection of groups will happen the second week of class.

This assignment will provide you with the opportunity to explore social work practice in response to a health problem/health behavior, and focus on health promotion. The presentation should: (1) demonstrate social work practice (techniques, interventions); (2) description of behaviors related to the issue; and (3) treatment plan for addressing coping and health promotion.

The presentation should include:

1. A description of the health problem: definition, incidence, and/or prevalence in the general population; population groups that are most affected (gender, age, ethnic minority, SES, etc.) and why; etiology of the problem (bio-psychosocial factors that contribute); association with other diseases; course of the illness/health problem, including prognosis.
2. Issue surrounding treatment (types of treatment available; side effects from treatment, access and cost of treatment, treatment decision-making, ethical issues regarding treatment).
3. Impact of the health problem on the individuals, family or larger social network. In some instances, it may be relevant to discuss the impact of the health problem on the community.
4. Each group will be expected to identify psychosocial issues related to the problem and the implications for social work intervention which encompasses relevant theory, research, and practice.

One hour before the start of class, please e-mail (or post) your presentation and list of resources to all class members. Include at least 5 research article references and 5-10 internet resources. Please make sure provide at least one take-home resources to your colleague. Presentations should be 20 minutes in length. Plan an additional 10 minutes for discussion. Remember to do your best to lead the class in a dynamic way that engages your colleagues. You should use interactive activities as well as lecture.

Grading is based on the areas listed above as well as your ability to integrate your activities and leave the audience with take-home points.

Please also provide a tangible resource to your colleagues (fact sheet, Tips, etc) that they can include as part of their resources for future practice.

**Presentation dates: Week corresponding to the topic chosen**

*This assignment relates to student learning outcomes 4-6.*

## Assignment 4: Take Home Final Paper

For the final, you will receive a set of case vignettes in class during week 13. You will chose **ONE** of the cases to utilize for your final.

Like the mid-term assignment, the objective of this assignment is for you to take one case and apply your practice skills. You are being asked to provide an assessment, develop a treatment plan, discuss therapeutic interventions, discuss resources coordination, and discuss legal mandates **and/or** ethical standards. Please **DO NOT** restate the case in your write-up but rather use the case facts to guide your presentation of main case issues to be addressed.

**Please cover:**

**Assessment**―We are asking you to discuss the immediate issues being presented and discuss how you are going to prioritize the individual’s needs.

**Treatment Plan**―What will the treatment plan include? What is your primary focus when formulating the initial treatment plan? Consider immediate and on-going needs of the individual.

**Therapeutic Intervention**―Talk about initial interventions for this case and discuss areas of focus. This may include crisis stabilization, compliance, grief and loss, education, etc.

**Resources Coordination**―What resources should you be presenting to the individual/family? Consider both immediate and long-term needs.

**Legal Mandates and/or ethical standards**―When discussing legal mandates and ethical considerations, remember that legal mandates are those set out by policies of the agency, county, and/or state/federal government. In contrast, ethical standards are those set out by the social work profession.

The mid-term should be 7-9 pages in length, NOT including any cover pages or reference pages. 7-9 references must be included with a minimum of 3 coming from outside the required reading on the syllabus.

**Due Date:**

**ON-LINE: Please upload the paper to the platform one day after the last day of class instruction.**

*This assignment relates to student learning outcomes 4-9.*

## Class Participation (10% of Course Grade)

Class grades will be based on the following:

| **Class Grades** | | **Final Grade** | | |
| --- | --- | --- | --- | --- |
| 3.85 – 4 | A | | 93 – 100 | A |
| 3.60 – 3.84 | A- | | 90 – 92 | A- |
| 3.25 – 3.59 | B+ | | 87 – 89 | B+ |
| 2.90 – 3.24 | B | | 83 – 86 | B |
| 2.60 – 2.87 | B- | | 80 – 82 | B- |
| 2.25 – 2.50 | C+ | | 77 – 79 | C+ |
| 1.90 – 2.24 | C | | 73 – 76 | C |
|  |  | | 70 – 72 | C- |

# Required and supplementary instructional materials & Resources

### Required Textbooks \*note, this book is available on Kindle and for the iPad

Kerson, T. S., McCoyd, J. L. M., & Associates (2016). *Social work in health settings: Practice in context* (4th ed.). New York, NY: Routledge.

### Recommended Readings

Students are expected to read journal articles that relate to the current discussion about the role of social work in the health care environment and the impact of public policy on health care social work practice. Students should come prepared to discuss the media's presentation of these issues. In addition, students should become familiar with the literature in this area. In particular, the following journals are especially pertinent:

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| --- | --- |
| American Journal of Public Health  Community Mental Health Journal  Health Affairs  Health and Social Work  Journal of the American Medical Association (JAMA) | Journal of Health and Social Behavior  Journal of Health and Social Policy  New England Journal of Medicine (NEJM)  Social Science and Medicine  Social Work and Health Care |

### Recommended Texts

Beder, J. (2006). *Hospital social work: The interface of medicine and caring*. New York, NY: Routledge.

D’Ambruoso, S. (Ed.) (2006). *Handbook of social work in health and aging.* New York, NY: Oxford University Press.

Egan, M. (2010). *Evidence-based interventions for social work in health care*. New York, NY: Routledge.

Gehlert, S., & Browne, T. A. (Eds.). (2006). *Handbook of health social work*. New York, NY: Wiley.

Kolb, P. J. (2007). *Social work practice with ethnically and racially diverse nursing home residents and their families*. New York, NY: Columbia University Press.

Loretz, L. (2005). *Primary care tools for clinicians: A compendium of forms, questionnaires and rating scales for everyday practice*. St. Louis, MO: Mosby.

Poindexter, C. C. (2010). *Handbook of HIV and social work: Principles, practice and populations*. New York, NY: Wiley.

Pritchard, C. (2006). *Mental health social work: Evidence-based practice*. New York, NY: Routledge.

Rehr, H., & Rosenberg, G. (2006). *The social work-medicine relationship: 100 years at Mount Sinai*. New York, NY: Haworth Press.

Rollnic, S., Miller, W. R., & Butler, C. C. (2008). *Motivational interviewing in health care: Helping patients change behavior*. New York, NY: Guilford Press.

Sobo, E. J., & Loustaunau, M. O. (2010). *The cultural context of health, illness and medicine*. Santa Barbara, CA: Praeger.

### Recommended Websites

Internet searches of the many private and governmental organizations dedicated to understanding health and mental- health policies that impact social work practice in the health care arena should also be explored to add to the student's learning. Examples include:

<http://www.accesstobenefits.org> http://www.medicarerights.org/

<http://www.hhs.gov/> http://www.esresearch.org/

<http://www.cdc.gov/nchs/> <http://www.childrensdefense.org/>

<http://www.kff.org> http://www.familiesusa.org

<http://www.surgeongeneral.gov> http://www.bazelon.org

<http://www.omhrc.gov/> http://www.nami.org

<http://www.cms.hhs.gov/> http://www.nmha.org

<http://www.apha.org> http://[www.samhsa.gov](http://www.samhsa.gov)

<http://www.ahcpr.gov/> http://www.hsph.harvard.edu/healthliteracy/

<http://www.measuredhs.com/> <http://www.naswdc.org>

<http://www.hschange.com> <http://www.iaswresearch.org>

### Important Fact Sheets

America’s Affordable Health Choices Act of 2009  
<http://www.kff.org/healthreform/upload/7952.pdf>

Medicare – A Primer  
<http://www.kff.org/medicare/upload/7615-02.pdf>

Medicare advantage fact sheet – 2009  
<http://www.kff.org/medicare/upload/2052-12.pdf>

Medicare prescription drug plans in 2009 and key changes from 2006  
<http://www.kff.org/medicare/upload/7917.pdf>

New Option for States to Provide Federally Funded Medicaid and CHIP Coverage to Additional Immigrant Children and Pregnant Women  
<http://www.kff.org/medicaid/upload/7933.pdf>

State Medicaid Fact Sheet – California  
<http://www.statehealthfacts.org/mfs.jsp?rgn=6&rgn=1>

The Medicare prescription drug benefit – 2009  
<http://www.kff.org/medicare/upload/7044-09.pdf>

The uninsured – A Primer  
<http://www.kff.org/uninsured/upload/7451-04.pdf>

***Note:*** Additional required and recommended readings may be assigned by the instructor throughout the course.

**Course Overview**

| **Unit** | **Topics** | **Assignments** |
| --- | --- | --- |
| **1** | * Setting the Stage for Practice in Health |  |
| **2** | * Setting the Stage for Practice in Health II |  |
| **3** | * Health Promotion |  |
| **4** | * Practice Skills and Assessment |  |
| **5** | * Grief, Loss, and Bereavement |  |
| **6** | * Practice Skills and Assessment |  |
| **7** | * Vulnerable populations |  |
| **8** | * Mental health |  |
| **9** | * Older adults |  |
| **10** | * Men |  |
| **11** | * Women |  |
| **12** | * Adolescents and Children |  |
| **13** | * Chronic Illness and Pain Management |  |
| **14** | Managing Substance Abuse in Health Care Settings |  |
| **15** | * Community Work Models in Health Care Settings |  |
| **STUDY DAYS / NO CLASSES** | | |
| **FINAL EXAMINATIONS** | | |

**Course Schedule―Detailed Description**

| **Unit 1: Setting the Stage for Practice in Health** |  |
| --- | --- |
| **Topics**  Role/function of a social worker in healthcare | |
| * + - Introductions     - Syllabus     - Assignments     - Historical perspective of medical social work     - Role/function of a social worker in healthcare: Assessment, treatment, case management, multidisciplinary teams, discharge planning, ethics, cultural relevancy and diversity | |

This Unit relates to course objectives 1, 2, and 5.

### Required Readings

Congress, E. P. (2008). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work, 1*(1), 1-26.

Gregorian, C. (2005). A career in hospital social work: Do you have what it takes? *Social Work in Health Care, 40*(3)*,* 1-14.

Kerson, T. S., McCoyd, J. L. M., & Associates (2016). Practice in context: The framework. In *Social work in health settings: Practice in context* (4th ed., pp. 1-22). New York, NY: Routledge.

### Recommended Readings

Gehlert, S., & Browne, T. A. (Eds.). (2006). Social work roles in healthcare setting. In *Handbook of health social work* (2nd ed., pp. 23-42). New York, NY: Wiley.

Holliman, D. C., Dzlegielewski, S. F., & Priyadarshi, D. (2001). Discharge planning and social work practice. *Social Work in Health*, *32*, 1-19.

Kitchen, A., & Brook, J. (2005). Social work at the heart of the medical team. *Journal of Social Work in Health Care, 40,* 1-18.

Mizrahi, T., & Berger, C. S. (2005). A longitudinal look at social work leadership in hospitals: The impact of a changing health care system. *Health & Social Work*, *30*(1)*,* 156-65*.*

Pecukonis, E. V., Cornelius, L., & Parrish, M. (2003). The future of health social work. *Social Work in Health Care, 37*(3)*,* 1-15.

Rizzo, V. M., & Abrams, A. (2000). Utilization review: A powerful social work role in health care settings. *Health & Social Work, 25*, 264-269.

Silverman, E. (2008). From ideological to competency-based: The rebranding and maintaining of medical social work's identity. *Social Work, 53*(1)*,* 89-91.

Stuart, P. H. (2004). Individualization and prevention: Richard C. Cabot and early medical social work. *Social Work in Mental Health, 2,* 7-20.

Volland, P. J., Berkman, B., Phillips, M., & Stein, G. (2003). Social work education for health care: Addressing practice competencies. *Journal of Social Work in Health Care, 37,* 1-17.

| **Unit 2: Setting the Stage for Practice in Health II** |  |
| --- | --- |
| **Topics** | |
| * Understanding human behavior in health and illness: Behavior theories―Can include: Strengths perspective, stress, solution-focused therapy, crisis intervention, social learning, and social capital.   + - Diversity of ethnicity, sexual identity, role group     - Beyond culture: Strategies for caring for patients from diverse racial, ethnic and cultural groups     - Review of social work practice skills: Engagement, assessment, diagnosis, treatment, termination, leadership in evidence-based practice and evaluation     - Understanding human behavior in health and illness | |

This Unit relates to course objectives 1 and 3.

### Required Readings

Gregg, J., & Saha, S. (2006). Losing culture on the way to competence: The use and misuse of culture in medical education. *Academic Medicine, 81*(6),542-547.

Kotrola, K. (2005). Social work practice in health care: The need to use brief interventions. *Health & Social Work, 30*(4), 336-39.

### Recommended Readings

Brun, C., & Rapp, R. C. (2001). Strengths-based case management: Individuals’ perspectives on strengths and the case manager relationship. *Social Work, 46*, 278-288.

McAlynn, M., & McLaughlin, J. (2008). Key factors impeding discharge planning in hospital social work: An exploratory study. *Social Work in Health Care, 46*(3)*,* 1-27.

National Association of Social Workers Code of Ethics. (n.d.). Retrieved from <http://www.socialworkers.org/pubs/code/code.asp>

| **Unit 3: Health Promotion** |  |
| --- | --- |
| **Topics** | |
| * Health behavior change theories & public health education models:   + - Health behavior change theories     - Public health education models: Transtheoretical Model (stages of change), Health Belief Model, Ecological model, Theory of Reasoned Action/Planned Behavior; Empowerment theory | |

This Unit relates to course objectives 1, 2, and 3.

### Required Readings

Gehlert, S., & Browne, T. A. (Eds.). (2006). Theories of health behavior. In *Handbook of health social work* ( 2nd ed., pp. 179-193). New York, NY: Wiley.

Prochaska, J. O., & Velicer, W. F. (1997). Behavior change: The transtheoretical model of health behavior change. *American Journal of Health Promotion, 12*(1), 38-48.

### Recommended Readings

Baffour, T. D., Jones, M. A., & Contreras, L. K. (2006). Family health advocacy: An empowerment model for pregnant and parenting African American women in rural communities. *Family and Community Health, 29*(3), 221-228.

Perkins, D. D., & Zimmerman, M. A. (1995). Empowerment theory, research, and application. *American Journal of Community Psychology, 23,* 569-579.

Rosenstock, I. M., Strecher, V. J., & Becker, M. H. (1988). Social learning theory and the health belief model. *Health Education Quarterly, 15*(2), 175-183.

West, R. (2005). Time for a change: Putting the transtheoretical (stages of change) model to rest. *Addiction, 100*, 1036-1039.

| **Unit 4: Practice Skills & Assessment I** |  |
| --- | --- |
| **Topics** | |
| * + - Assessment in healthcare settings     - Crisis intervention & Solution-Focused Behavioral Therapy     - The Chronic Care Model | |

This Unit relates to course objectives 1, 2, and 3.

### Required Readings

Bannink, F. P. (2007). Solution-focused brief therapy. *Journal of Contemporary Psychotherapy, 37*, 87-94.

The Chronic Care Model. (n.d.). Retrieved from <http://www.improvingchroniccare.org/index.php?p=The_Chronic_Care_Model&s=2>  
(Instructor Note: Read these modules: The Chronic Care Model and Model Elements.)

Myer, R. A., & Conte, C. (2006). Assessment for crisis intervention. *Journal of clinical Psychology: In Session, 62*, 959-970.

### Recommended Readings

Boutin-Roster, C., Euster, S., Rolon, Y., Motal, A., BeLue, R., Kloine, R., & Charlson, M.E. (2005). Social work admission assessment tool for identifying patients in need of a comprehensive social work evaluation. *Health & Social Work, 30,* 117-125.

Van Hook, M. P. (2003). Psychosocial issues within primary health care settings: challenges and opportunities for social work practice. *Social Work in Health Care, 38*(1), 63-80.

| **Unit 5: Grief, Loss, and Bereavement** |  |
| --- | --- |
| **Topics Midterm will be distributed** | |

* + - Theories of grief, loss and bereavement
    - Models of grief and loss intervention
    - Resources and referrals for grief and loss

This Unit relates to course objectives 2 and 3.

### Required Readings

Boelen, P. A., Bout, J., & Keizser, J. (2003). Traumatic grief as a disorder distinct from bereavement related depression and anxiety. A replications study with bereaved mental health care patients. *The American Journal of Psychiatry*, *160*, 1339-1341.

Brooks, M. K. & McCoyd, J. L. M. (2016). The future of end of life. In T. S. Kerson, J. L. M. McCoyd, & Associates, *Social work in health settings: Practice in context* (4th ed., pp. 273-284). New York, NY: Routledge.

Callister, L. C. (2006). Perinatal loss: A family perspective. *The Journal of Perinatal & Neonatal Nursing, 20*, 227-234.

Rothman, D. J. (2014). Where we die. *New England Journal of Medicine, 370*, 2457-2462.

### Recommended Readings

Clements, P. T., Focht-New, G., & Faulkner, M. J. (2004). Grief in the shadows: Exploring loss and bereavement in people with developmental disabilities. *Issues in Mental Health Nursing, 25,* 799‑808.

Holland, J. M., & Neimeyer, R. A. (2010). An examination of stage theory of grief among individuals bereaved by natural and violent causes: A meaning-oriented contribution. *OMEGA, 61*(2), 103-130.

National Health Plan Collaborative: Toolkit to Reduce Disparities in Health Care, Available at: <http://nationalhealthplancollaborative.org/500_toolkit.html> 631/636 CROSSOVER

| **Unit 6: Practice Skills II** |  |
| --- | --- |
| **Topics**   * + - Problem-solving therapy     - Short-term CBT | |

This Unit relates to course objectives 2 and 3.

### Required Readings

Beck, J. S., & Tompkins, M. A. (2007). Cognitive therapy. InN. Kazantzis & L. LĽAbate (Eds.), *Handbook of homework assignments in psychotherapy* (pp. 51-64). New York, NY: Springer.

Fisher, E. B., Fitzgibbon, M. L., Glasgow, R. E., Haire-Joshu, D., Hayman, L. L., Kaplan, R. M., & Ockene, J. K. (2011). Behavior Matters. *American Journal of Preventive Medicine, 40(5),* e-15-e30.

 Nezu, A. M., & Nezu, C. M. (2001). Problem-solving therapy. *Journal of Psychotherapy Integration, 11*(2), 187-205.

### Recommended Readings

Carvalho, J. P., & Hopko, D. R. (2009). Treatment of a depressed breast cancer patient with problem-solving therapy. *Clinical Case Studies, 8*(4), 263-276.

Dobson, K. S. (Ed.). (2009). *Handbook of cognitive behavioral therapies* (3rd ed.). New York, NY: Guilford Press.

Escobar, J. I., Gara, M. A., Diaz-Martinez, A. M., Interian, A., Warmna, M., Allen, L. A., & Rodgers, D. (2007). Effectiveness of a time-limited cognitive behavior therapy–type intervention among primary care patients with medically unexplained symptoms. *Annals of Internal Medicine, 5*(4)*,* 328-335*.*

Gellis, Z., McGinty, J., Horowitz, A., Bruce, M., & Misener, E. (2007). Problem-solving therapy for late-life depression in home care: A randomized field trial. *American Journal of Geriatric Psychiatry*, *15*, 968-978.   
(Instructor Note: On ARES.)

Malouff, J. M., Thorsteinsson, E. B., & Schutte, N. S. (2007). The efficacy of problem solving therapy in reducing mental and physical health problems: A meta-analysis. *Clinical Psychological Review, 27*(1), 46-57.

| **Unit 7: Vulnerable Populations** |  |
| --- | --- |
| **Topics Midterm due** | |
| * + - Lesbian, gay, and transgender health     - Homelessness and health     - Prisoner health     - Children’s health     - Veteran’s health | |

This Unit relates to course objectives 2, 3, and 4.

### Required Readings

Healy, R. (2016). The role of a social worker in transgender health care. In T. S. Kerson, J. L. M. McCoyd, & Associates (Eds.), *Social work in health settings: Practice in context* (4th ed., pp. 149-160). New York, NY: Routledge.

Gladwell, M. (2006). Million-Dollar Murray: Why problems like homelessness may be easier to solve than to manage. From the New Yorker.

Zaleski, K., & Katz, L. (2014). Alice in wonderland: Exploring the experiences of female service members with a pregnancy resulting from rape. *Social Work in Mental Health, 12*(5-6), 391-410. DOI:10.1080/15332985.2014.893945

### Recommended Readings

Cheng, J. K. (2012). Confronting the social determinant of health – obesity, neglect, and inequity. *New England Journal of Medicine, 367*, 1976-1977.

Richards, R., Merrill, R. M., Baksh, L., & McGarry, J. (2011). Maternal health behaviors and infant health outcomes among homeless mothers: U.S. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) 2000-2007. *Preventive Medicine, 52,* 87-94. (Instructor Note: On ARES.)

Schneiderman, J. U., Leslie, L. K., Arnold-Clark, J. S., McDaniel, D., & Xie, B. (2010). Pediatric health assessments of young children in child welfare by placement type. *Child Abuse & Neglect, 35,* 29-39*.*

Schneiderman, J. U., Mennen, F. E., Negriff, S., Trickett, P. K. (2012). Overweight and obesity among maltreated young adolescents. *Child Abuse & Neglect, 36*, 370– 378.

| **Unit 8: Mental Health in Health Care Settings** |  |
| --- | --- |
| **Topics** | |
| * + - Severe mental illness and health disparities     - Mind-body connection | |

This Unit relates to course objectives 2, 3, and 4.

### Required Readings

Debonis, J. A., Zerden, L. D., Jones, A. C. (2016). An integrated healthcare approach to promote smoking cessation for persons with serious mental illness. In T. S. Kerson, J. L. M. McCoyd, & Associates (Eds.), *Social work in health settings: Practice in context* (4th ed., pp. 221-234). New York, NY: Routledge.

Galon, P., & Graor, C. H., (2012). Engagement in primary care treatment by persons with severe and persistent mental illness. *Archives of Psychiatric Nursing, online first.* doi: 10.1016/j.apnu.2011.12.001

Robson, D., & Gray, R. (2007). Serious mental illness and physical health problems: A discussion paper. *International Journal of Nursing Studies, 44*, 457-466.

### Recommended Readings

Drake, R. E., Mueser, K. T., Brunette, M .F. (2007). Management of persons with co-occurring severe mental illness and substance use disorder: Program implications. *World Psychiatry, 6,* 131-136.

Bromet, E., Andrade, L. H., Hwang, I., Sampson, N. A., Alonso, J., & Girolamo, G et al. (2011). Cross-national epidemiology if DSM-IV major depressive episode. *BMI Medicine, 9*. 1-27.

Lawrence, D., & Kisely, S. (2010). Inequalities in healthcare provision for people with severe mental illness. *Journal of Psychopharmacology, 24*(11), S61-S68.

McCarthy, M. J., Powers, L. E., & Lyons, K. S. (2011). Poststroke depression: Social workers' role in addressing an underrecognized psychological problem for couples who have experienced stroke. *Health & Social Work; 36*, 139-148.

Morden, N. E., Mistler, L. A., Weeks, W. B., & Bartels, S. J. (2009). Health care for patients with serious mental illness: Family medicine’s role. *Journal of the American Board of Family Medicine, 22,* 187-195.

| **Unit 9: Clinical Practice with Older Adults** |  |
| --- | --- |
| **Topics** | |
| * + - Healthy aging, aging in place, “young old” and “old old”     - The 3 “D’s” – delirium, depression, and dementia     - Elder abuse and mandated reporting     - Caregiving | |

This Unit relates to course objectives 2 and 4.

### Required Readings

Cunningham-Ginchereau, R. C., & Perrot, C. (2016). The case of Junior: A study of collaboration, boundaries, and use of self. In T. S. Kerson, J. L. M. McCoyd, & Associates (Eds.), *Social work in health settings: Practice in context* (4th ed., pp. 237-248). New York, NY: Routledge.

Damron-Rodriguez, J. (2008). Developing competence for nursing and social workers. *Journal of Social Work Education, 44(*3), 27-37.

Maus, S., & Zerden, L. D. (2016). Geriatric social work in a community hospital: High touch, low tech, work in high tech, low touch environment. In T. S. Kerson, J. L. M. McCoyd, & Associates (Eds.), *Social work in health settings: Practice in context* (4th ed., pp. 249-259). New York, NY: Routledge.

Werner, J. M., Carlson, M., Jordan-Marsh, M., & Clark, F. (2011). Predictors of computer use in community-dwelling ethnically diverse older adults. Human Factors, 53, 431-447.

### Recommended Readings

Applebaum, P. (2007). Assessment of patients’ competence to consent to treatment. *New England Journal of Medicine, 357*, 1834-1840.

Gorbien, M. J., & Eisenstein, A. R. (2005). Elder abuse and neglect: An overview. *Clinics in Geriatric Medicine, 21*(2), 279-292.

Gutheil, I. A., & Heyman, J. (2005). Communication between older people and their health care agents: Results of an intervention. *Health and Social Work, 30*(2), 107-116.

Hackstaff, L., Davis, C., & Katz, L. (2004), The case for integrating behavior change, client-centered practice and other evidence-based models into geriatric care management, *Social Work in Health Care*, *38*(3), 1-19.

Lai, C. K., Chi, I., & Kayser-Jones, J. (2004). A randomized controlled trial of a specific reminiscence approach to promote the well-being of nursing home residents with dementia. *International Psychogeriatrics, 16*, 33-34.

Li, F., Harmer, P., Glasgow, R., Mack, K. A., Sleet, D., Fisher, J. et al. (2008). Translation of an effective Tai Chi intervention into a community-based falls-prevention program. *American Journal of Public Health, 98*, 1195-1198.

| **Unit 10: Clinical Practice with Men** |  |
| --- | --- |
| **Topics** | |
| * + - Social role and stress theories     - Access and use of health care     - Chronic illness     - Sexual health | |

This Unit relates to course objectives 2 and 4.

### Required Readings

Griffin, D. M. (2012). An intersectional approach to men’s health. *Journal of Men’s Health, 9*(2), 106-112.

Mahalik, J. R., Burns, S. M., & Syzdek, M. (2007). Masculinity and perceived normative health behaviors as predictors of men's health behaviors. *Social Science and Medicine, 64*, 2201-2209. doi: [10.1016/j.socscimed.2007.02.035](http://dx.doi.org/10.1016/j.socscimed.2007.02.035)

Peterson, J. L., & Jones, K. T. (2009). HIV prevention for Black men who have sex with men in the United States. *American Journal of Public Health, 99*, 976-980.

### Recommended Readings

Bloch, S., Love, A., MacVean, M., Duchesne, G., Couper, J., & Kissane, D. (2007). Psychosocial adjustment of men with prostate cancer: A review of the literature. *BioPsychoSocial Medicine, 1*(2). doi:10.1186/1751-0759-1-2

Mustanski, B., Garofalo, R., Herrick, A., & Donenberg, G. (2007). Psychosocial health problems increase risk for HIV among urban young men who have sex with men: Preliminary evidence of a syndemic in need of attention. *Annals of Behavioral Medicine, 34*(1), 37-45.   
(Instructor Note: On ARES.)

Northouse, L. L., Mood, D. W., Montie, J. E., Sandler, H. M., Forman, J. D., Hussain, M., & Kershaw, T. (2007). Living with prostate cancer: Patients’ and spouses’ psychosocial status and quality of life. *Journal of Clinical Oncology, 25*, 4171-4177.

Raj, A., Santana, C., LaMarche, A., Amaro, H., Cranston, K., & Silverman, J. G. (2006). Perpetration of intimate partner violence associated with sexual risk behaviors among young adult men. *American Journal of Public Health, 96*, 1873-1878.

Saigal, C. S., Wessells, H., Pace, J., Schonlau, M., & Wilt, T. J. (2006). Predictors and prevalence of erectile dysfunction in a racially diverse population. *Archives of Internal Medicine, 166*, 207-212.

| **Unit 11: Clinical Practice with Women** |  |
| --- | --- |
| **Topics** | |
| * + - Access and use of health care     - Chronic illness     - Sexual health     - Eating disorders     - Violence | |

This Unit relates to course objectives 2 and 4.

### Required Readings

Moulton, A. (2016). Woman to women: A hospital-based support program for women with gynecologic cancer and their families. In T. S. Kerson, J. L. M. McCoyd, & Associates (Eds.), *Social work in health settings: Practice in context* (4th ed., pp. 175-186). New York, NY: Routledge.

Hutchinson, M. K., Thompson, A. C., & Cederbaum, J. A. (2006). Multi-system factors contributing to health disparities in preventive health care among lesbian women. *Journal of Obstetrics, Gynecologic, and Neonatal Nursing, 35*, 393-402*.*

Rhodes, K. V., Kothari, C. L., Dichter, M., Cerulli, C., Wiley, J., & Marcus, S. (2011). Intimate partner violence identification and response: Time for a change in strategy. *Journal of General Internal Medicine, 26*, 894-899.DOI: 10.1007/s11606-011-1662-4

### Recommended Readings

Ell, K., Xie, B., Wells, A., Nedjat-Haiem, F., Lee, P., & Vourlekis, B. (2008). Economic stress among low-income women with cancer: Effects on quality of life. *Cancer, 112*, 616-625.

Fobair, P., Stewart, S. L., Chang, S., D’Onofrio, C., Banks, P. J., & Bloom, J. R. (2006). Body image and sexual problems in young women with breast cancer. *Psycho-Oncology, 15*, 579-594.

Gross, R., Brammli-Greenberg, S., & Bentur, N. (2003) Women caring for disabled parents and other relatives: implications for social workers in the health services. *Social Work in Health Care, 37*(4), 19-37.

Lyerly, A. D., Mitchell, L. M., Armstrong, E. M., Harris, L. H., Kukla, R., Kupperman, M., & Little, M. O. (2007). Risks, values, and decision-making surrounding pregnancy. *Obstetrics & Gynecology, 109*, 979-984.

Marcus, M. D., Bromberger, J. T., Wei, H., Brown, C., & Kravitz, H. M. (2007). Prevalence and selected correlates of eating disorder symptoms among a multiethnic community sample of midlife women. *Annals of Behavioral Medicine, 33*, 269-277.

Saulnier, C. F. (2002). Deciding who to see: Lesbians discuss their preferences in health and mental health care providers. *Social Work. 47*(4), 355-65.

| **Unit 12: Clinical Practice with Adolescents & Children** |  |
| --- | --- |
| **Topics** | |
| * + - Life span/developmental theories     - Sexuality     - Play, music, and art interventions | |

This Unit relates to course objectives 2 and 4.

### Required Readings

Fenstermacher, J., Swain, (2010). Social work in a pediatric hospital: Managing a medically complex patient. In T. S. Kerson, J. L. M. McCoyd, & Associates (Eds.), *Social work in health settings: Practice in context* (4th ed., pp. 90-101). New York, NY: Routledge.

Kan, M. L., Cheng, Y. A., Landale, N. S., McHale, S. M. (2010). [Longitudinal predictors of change in number of sexual partners across adolescence and early adulthood](http://www.sciencedirect.com.libproxy.usc.edu/science?_ob=ArticleURL&_udi=B6T80-4WRKF7P-1&_user=1181656&_coverDate=07%2F12%2F2009&_alid=969199120&_rdoc=13&_fmt=high&_orig=search&_cdi=5072&_sort=d&_docanchor=&view=c&_ct=1786&_acct=C000051901&_version=1&_urlVersion=0&_userid=1181656&md5=d7fab52ab428fc9ee5a3818afff30078). *Journal of Adolescent Health*, *46*, 25-31.

Park, M. J., Scott, J. T., Adams, S. H., Brindis, C. D., & Irwin, C. E. (2014). Adolescent and young adult health in the United States in the past decade: Little improvement and young adults remain worse off than adolescents. *Journal of Adolescent Health, 55*, 3-16.

Wike, T., Rounds, K., Domboalis, H. (2016). Social work practice in an adolescent parenting program. In T. S. Kerson, J. L. M. McCoyd, & Associates (Eds.), *Social work in health settings: Practice in context* (4th ed., pp. 313-324). New York, NY: Routledge.

### Recommended Readings

Barakat, L. P., Patterson, C. A., Daniel, L. C., & Dampier, C. (2008). Quality of life among adolescents with sickle cell disease: Mediation of pain by internalizing symptoms and parenting stress. *Health and Quality of Life Outcomes, 6*, 60-69.

Bennett, D., Ambrosini, P., Kudes, D., Metz, C., & Rabinovich, H. (2005) Gender differences in adolescent depression: Do symptoms differ for boys and girls? Journal of Affective Disorders, *89*(1), 35-44.

DeWalt, D. A., Dilling, M. H., Rosenthal, M. S., & Pignone, M. P. (2007). Low parental literacy is associated with worse asthma care measures in children. *Ambulatory Pediatrics, 7*, 25-31.

Hamama, R, Ronen, T., & Feigin, R. (2000). Self control, anxiety and loneliness in siblings of children with cancer. *Social Work in Health, 31*(1), 63-83.

Hering, E., Pritsker, I., Gonchar, L., & Pillar, G. (2009). Obesity in children is associated with increased health care use. *Clinical Pediatrics, 8*, 812-818.

Kipke, M. D., Iverson, E., Moore, D., Booker, C., Ruelas, V., Peters, A. L., & Kaufman, F. (2007). [Food and park environments: Neighborhood-level risks for childhood obesity in East Los Angeles](http://www.sciencedirect.com.libproxy.usc.edu/science?_ob=ArticleURL&_udi=B6T80-4N08X2F-B&_user=1181656&_coverDate=04%2F30%2F2007&_alid=969193815&_rdoc=7&_fmt=high&_orig=search&_cdi=5072&_sort=r&_docanchor=&view=c&_ct=552&_acct=C000051901&_version=1&_urlVersion=0&_userid=1181656&md5=08457e6f31b047b80ba64dca84b17e72). *Journal of Adolescent Health*, *40*(4), 325-333.

Kirsh, G., McVey, G., Tweed, S., & Katzman, D. K. (2007). Psychosocial profiles of young adolescent females seeking treatment for an eating disorder. *Journal of Adolescent Health, 40*(4), 351-356.

[Lee](http://care.diabetesjournals.org/search?author1=Joyce+M.+Lee&sortspec=date&submit=Submit), J. M., [Okumura](http://care.diabetesjournals.org/search?author1=Megumi+J.+Okumura&sortspec=date&submit=Submit), M., J., Freed, G. L., Menon, R. K., & Davis, M. M. (2007). Trends in hospitalizations for diabetes among children and young adults in the United States, 1993–2004. *Diabetes Care, 30*, 3035-3039.

Lohman, B. J., Stewart, S., Gundersen, C., Garasky, S., & Eisenmann, J. C. (2009). Adolescent overweight and obesity: Links to food insecurity and individual, maternal, and family stressors. *Journal of Adolescent Health*, *45*, 230-237.

Mandell, D. S., Eleey, C., Cederbaum, J. A., Hutchinson, M. K., Jemmott, L. S., & Blank, M. B. (2008). Sexually transmitted infections among adolescents receiving special education services. *Journal of School Health, 78*, 382-388.

Mulye, T. P., Park, M. J., Nelson, C. D., Adams, S. H., Irwin, C. E., & Brindis, C. D. (2009). Trends in adolescent and young adult health in the United States. *Journal of Adolescent Health*, *45,* 8-24.

Neumark-Sztainer, D. (2009). [Preventing obesity and eating disorders in adolescents: What can health care providers do?](http://www.sciencedirect.com.libproxy.usc.edu/science?_ob=ArticleURL&_udi=B6T80-4VP0M2J-5&_user=1181656&_coverDate=03%2F31%2F2009&_alid=969189310&_rdoc=21&_fmt=high&_orig=search&_cdi=5072&_sort=d&_docanchor=&view=c&_ct=443&_acct=C000051901&_version=1&_urlVersion=0&_userid=1181656&md5=bed92d9f2a5e4d174b5e28355485e500) *Journal of Adolescent Health*, *44*(3), 206-213.

Snethen, J. A., Broome, M. E., Knafl, K., Deatrick, J. A., Angst, D. B. (2006). Family patterns of decision-making in pediatric clinical trials. *Research in Nursing & Health, 29*(3), 223-237.

Trasande**, L., Liu, Y., Fryer, G., & Weitzman, M. (2009).** Effects of childhood obesity on hospital care and costs, 1999-2005. [*Health Affairs*](http://healthaff.highwire.org/), *28*, w751-w760.

| **Unit 13: Chronic Illness and Pain Management** |  |
| --- | --- |
| **Topics FINAL DISTRIBUTED** | |
| * + - Social Work roles     - Eligibility and access     - Issues of caregiving     - Challenges of chronic vs. acute | |

This Unit relates to course objectives 2 and 4.

### Required Readings

Gehlert, S., & Browne, T. A. (Eds.). (2006). Pain management and palliative care. In *Handbook of health social work* ( 2nd ed., pp. 635-672). New York, NY: Wiley.

National Family Caregivers Association (2004). A portrait of family care giving: America’s invisible workforce. Retrieved from <http://www.bringingeldercarehome.com/Rept-Portrait%20of%20Fam%20Cgvg%20Feb%2004.pdf>

### Recommended Readings

American Pain Society (APS). (n.d.). Retrieved from <http://www.ampainsoc.org>

Arnold, L. M., Crofford, L. J., Mease, P. J., Burgess, S. M., Palmer, S. C., Abetz, L., & Martin, S. A. (2008). Patient perspectives on the impact of fibromyalgia. *Patient Education and Counseling, 73*, 114-120.

Gehlert, S., & Browne, T. A. (Eds.). (2006). Social work and chronic disease: Diabetes, heart disease, and HIV/AIDS. In *Handbook of health social work* ( 2nd ed., pp. 532-567). New York, NY: Wiley.

Jones, B. L. (2006). Companionship, control, and compassion: A social work perspective on the needs of children with children and their families and end of life. *Journal of Palliative Medicine, 9*(3), 774-788.

Lee, M. M. (2000). Alternative therapies used by women with breast cancer in four ethnic populations. *Journal of National Cancer Institute*, *92*, 42-47.

Lieberman, M. A., Winzelberg, A., Golant, M., Wakahiro, M., DiMinno, M., Aminoff, M., … Christine, C. (2005). Online support groups for Parkinson’s patients: A pilot study of effectiveness. *Social Work in Healthcare, 42*(2), 23-38.

Meghani, S. H., & Cho, E. (2009). **Self-reported pain and utilization of pain treatment between minorities and nonminorities in the United States. *Public Health Nursing, 26*(4), 307-316.**

Nainis, N., Paice, J. A., Tarner, J., Wirth, J. H., Lai, J., & Shott, S. (2006). Relieving symptoms of cancer: Innovative art therapy. *Journal of Pain and Symptom Management, 31*(2), 162-169.

| **Unit 14: Substance Use in Healthcare Settings** |  |
| --- | --- |

**Topics**

* + - Substance use and addiction theory
    - Assessment, diagnosis, and intervention

**Required Reading:**

Cederbaum, J. A., Guerrero, E. G., Mitchell, K. R., & Kim, T. (2014). Utilization of emergency and hospital services among individuals in substance abuse treatment. *Substance Abuse Treatment, Prevention, and Polic*y, 9:16. doi:10.1186/1747-597X-9-16

Draper, J. C., & McCance-Katz, E. F. (2005). Medical illness and comorbidities in drug users: Implications for addiction Pharmacotherapy treatment. *Substance Use & Misuse, 4*, 1899-1921.

### Recommended Readings

Baskin-Sommers, A., & Sommers, I. (2006). The co-occurrence of substance use and high-risk behaviors. *Journal of Adolescent Health, 38,* 609-611.

Gehlert, S., & Browne, T. A. (Eds.). (2006). Substance use problems in health social work practice. In *Handbook of health social work* ( 2nd ed., pp. 367-414). New York, NY: Wiley.

Padgett, D. K., Hawkins, R. L., Abrams, C., & Davis, A. (2006). In their own words: Trauma and substance abuse in the lives of formerly homeless women with serious mental illness. *American Journal of Orthopsychiatry, 76*, 461-467.

VanDeMark, N. R., Russell, L. A., O’Keefe, M., Finkelstein, N., Noether, C. D., & Gampel, J. C. (2005). Children of mothers’ with histories of substance abuse, mental illness, & trauma. *Journal of Community Psychology, 33*, 445-459.

| **Unit 15: Community Work Models in Health Care Settings** |  |
| --- | --- |
| **Topics** | |
| * + - Chronic care model     - Compliance/adherence     - Preventive health | |

This Unit relates to course objectives 1, 2, and 4.

## Required Reading:

Folland, S. (2007). Does “community social capital” contribute to population health? *Social Science & Medicine, 64,* 2342-2354.

Joosten, D. (2007). Preferences for accepting prescribed community-based, psychosocial, and in-home services by older adults. *Home Health Care Services Quarterly, 26*(1), 1-18.

WestRasmus, E. K., Pineda-Reyes, F., Tamez, M., & Westfall, J. M. (2012). Promotores de salud and community health workers: An annotated bibliography. *Family & Community Health, 35*(2), 172–182. doi: 10.1097/FCH.0b013e31824991d2

### Recommended Reading

Hawe, P., & Shiell, A. (2000). Social capital and health promotion: A review. *Social Science and Medicine, 51*, 871-885.

Reppucci, N. D., Woolard, J. L., & Fried, C. S. (1999). Social, community, and preventive interventions. *Annual Review of Psychology, 50*, 400-412.

**University Policies and Guidelines**

# Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([jcederba@usc.edu](mailto:jcederba@usc.edu)) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students’ observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

# Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

# Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible*. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or [ability@usc.edu](mailto:mability@usc.edu).

# Emergency Response Information

**Note:** The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: [http://emergency.usc.edu](http://emergency.usc.edu/)

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a USC Trojans Alert account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

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| **University Park Campus** | | **Academic Centers** | |
| **City Center** | Front of Building  (12th & Olive) | **Orange County** | Faculty Parking Lot |
| **MRF** | Lot B | **San Diego** | Building Parking Lot |
| **SWC** | Lot B | **Skirball** | Front of Building |
| **VKC** | McCarthy Quad |  |  |
| **WPH** | McCarthy Quad |  |  |

Do not re-enter the building until given the “all clear” by emergency personnel.

# Statement about Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

# Policy on Late or Make-Up Work

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

# Policy on Changes to the Syllabus and/or Course Requirements

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

# Code of Ethics of the National Association of Social Workers

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]*

## Preamble

The primary mission of the social work profession is to enhance human well­being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well­being in a social context and the well­being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

Service

Social justice

Dignity and worth of the person

Importance of human relationships

Integrity

Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

# Complaints

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the concentration, Dr. Lawrence Palinkas, at [palinkas@usc.edu](mailto:palinkas@usc.edu). If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at [rmaiden@usc.edu](mailto:rmaiden@usc.edu). Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or [june.wiley@usc.edu](mailto:mjune.wiley@usc.edu) for further guidance.

# Tips for Maximizing Your Learning Experience in this Course

* Be mindful of getting proper nutrition, exercise, rest and sleep!
* Come to class.
* Complete required readings and assignments before coming to class.
* Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
* Come to class prepared to ask any questions you might have.
* Participate in class discussions.
* After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
* If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
* Keep up with the assigned readings.

*Don’t procrastinate or postpone working on assignments.*