I. COURSE DESCRIPTION

This course is designed to build 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 health behavior theories that reflect current and emerging 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 crisis intervention, and behavior change will be related to research and practice across micro, meso, and macro practice arenas. Wellness and a strengths resilience orientation will be presented as social work goal relevant to all groups, including elderly and those with chronic illness or disability. The goal is the development of a culturally competent and evidence-based practitioner able to work at micro, meso and macro levels in health. Skills will include ethical 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 providing leadership in promoting the bio-psychosocial perspective. 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, gays, and lesbians, utilizing culturally competent frameworks in an ecological perspective. 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. Time will be devoted to the exploration and enhanced understanding of how transference and counter transference themes get activated and played out with patient and families in health care.

Trends related to alternative healing practices, wellness, spirituality, public health models, role of the Internet and independent practice will be reviewed and discussed. Students will be expected to integrate skills from the research course sequence in selecting resources to support practice decisions and design and evaluate programs.

II. COURSE OBJECTIVES

Upon completing this course, students will:
1. Demonstrate 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. Articulate values and skills required to perform as a valued professional in a trans-disciplinary setting.

3. Construct rationale for selection of and identify 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, conjoint counseling, group, stress management.

4. Demonstrate awareness of self as it impacts on professional practice and ethical decision-making by using strengths/resilience approach to analyze social worker role.

5. Conduct benchmarking and literature reviews for critical analysis of evidence-based alternative, non-traditional health care practices of various cultural groups.

6. Identify and consult lifelong learning resources to sustain excellence in current clinical practices and contribute to evolution of trends in the health and social work fields, including but not limited to Internet-related sources, professional associations, conferences, and journals.

7. Demonstrate knowledge of community resources for purposes of consultation, collaboration, advocacy, referral, and networking on behalf of clients and families.

III. COURSE FORMAT

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

IV. COURSE EVALUATION AND 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.

Class grades will be based on the following:

- 3.85 – 4  A
- 3.60 – 3.84  A-
- 3.25 – 3.59  B+
- 2.90 – 3.24  B
- 2.60 – 2.87  B-
- 2.25 – 2.50  C+
- 1.90 – 2.24  C

Final Grade:

- 93 – 100  A
- 90 – 92  A-
- 87 – 89  B+
- 83 – 86  B
- 80 – 82  B-
- 77 – 79  C+
- 73 – 76  C
- 70 – 72  C-

**CLASS PARTICIPATION**

10%

**WRITTEN ASSIGNMENTS**

- An analysis of role and responsibilities in your field assignment using strengths/vulnerabilities model. Due Date TBD  20%
- A case study that demonstrates application of behavior theory, research, and practice principles for a particular population in your field setting  35%
- A group presentation that follows an in-service model for staff on a new direction in health social work practice and provides a critical analysis, background information, coaching for preliminary skill development in new area, including a fact sheet, Internet and other resources that encompasses relevant theory, research, and practice.  35%

**V. ATTENDANCE POLICY**

Students are expected to attend every class and to remain in class for the duration of the session. 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 telephone or email of any anticipated absence or reason for tardiness.
University of Southern California policy permits students to be excused from class, without penalty, 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.

VI. COURSE EXPECTATIONS AND GUIDELINES

Prompt attendance. This is a learner-centered course. For most class sessions 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.

VII. REQUIRED TEXTBOOK


VIII. ACADEMIC ACCOMMODATIONS

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. The phone number for DSP is (213) 740-0776.

IX. EMERGENCY RESPONSE INFORMATION

To receive information, call 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

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.

<table>
<thead>
<tr>
<th>University Park Campus</th>
<th>City Center</th>
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<tr>
<td>MRF – Lot B</td>
<td>Front of the building (12th &amp; Olive)</td>
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<tr>
<td>SWC – Lot B</td>
<td>Orange County Campus</td>
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<td>WPH – McCarthy Quad</td>
<td>Faculty Parking Lot</td>
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X. COURSE OUTLINE

**Sessions 1 & 2 Setting the Stage for Practice in Health Settings: Integrating Practice, Behavior, Health Promotion**

**COURSE OBJECTIVES: # 1, 2, 3, 4, 6**

Course Overview- Practice, Behavior, Health Promotion

A historical perspective of medical social work practice

- Role/Function of a social worker in healthcare
- Assessment, diagnosis, treatment
- Case Management
- Discharge Planning
- Ethics and values, cultural competency and diversity
- Trans-disciplinary collaboration

A review of basic social work practice skills

- Engagement
- Assessment, diagnosis, treatment, termination
- Leadership in evidence-based practice and evaluation

Understanding Human Behavior in health and illness: Behavior theories and health care

- Ego psychology, stress, brief therapy, crisis intervention, cognitive social learning, social capital and cross cultural theories as core examples of relevant theories

Health Promotion

- Change Management
- Resources and referrals for clients, families, and agency colleagues
- Information management for individuals and aggregates of clients
- Program and project design and evaluation

**Readings: Required**

Kerson, Chapter 2 “Developing an Ecological Perspective” and Chapter 3 “Legal and Ethical Issues”.

National Association of Social Workers Code of Ethics (and codes specific to health social work specialty groups).

Prochaska, Introduction: A Scientific Revolution

**Recommended:**


Session 3: Health Promotion—Advances in methods: lifelong learning strategies

Course Objectives: #1, 2, 3, 4, 7
Alternative healing
Complementary Medicine
Health behavior change theories
Internet and Telehealth
Independent Practice
Public Health, Education Models
Spirituality Holistic model Wellness

Culturally competent social work: Practice, Behavior, Health Promotion
Determinants of Health: People Situations and Social Systems
Community and socio-ecological perspectives
Diversity of ethnicity, sexual preference, role group
Beyond Culture: Strategies for Caring for Patients from Diverse Racial, Ethnic and Cultural groups;

Readings: Required

Recommended:
Glanz, et al. (2002): Chapter 21. Applying theory to culturally diverse and unique populations


Kato & Mann (1996): Chapter 16, African American Health Over the life Course


Session 4

Grief, Loss, and Bereavement: Practice, Behavior, Health Promotion

Course Objectives: 1,2,3,4,5,6,7
Theories of grief, loss and bereavement, cultural differences
Individuals, couples, family and group models
Resources and referrals
Ethics and values
OBJ:1,2,4

Readings: Choose one:


**Session 5/6**

**Group Work Models in Health Care Settings**

**Course Objectives: 1,2,3,4.**

Practice, Behavior, Health promotion
Self help
Support
Psychotherapy
Psychoeducational programs
Compliance / adherence
Family as group

**Readings: Kerson Chapters 6, 7.**

**Recommended:**

Glanz et al. Part 3 Models of interpersonal health behavior; Part Four: Community and group models of health behavior change.


Session 7

Older adults: healthy aging and continuity of care

Course Objectives: 1,2,3,4,5,6,7
Practice, Behavior, Health Promotion
The elderly, the “young old,” and the “old old”
Healthy Aging, Aging in place
The three “D’s” – delirium, depression, dementia
Elder abuse, substance abuse, sexuality
Caregivers
Resources and referrals
Ethics and values
Mandated Reporting

Readings: Choose one


**Session 8**

**Clinical Practice with Women**

**Course Objectives #1,2,3,4,5,7**

**Practice, Behavior, Health Promotion**

Behavioral health practices of women. Feminist and role theories
Heart disease, cancer and other chronic illnesses
Pregnancy, infertility, abortions, and sexual dysfunctions, sterilization
Eating disorders
Violence
Treatment models, self help, psycho-educational and support groups
Ethics and values

**Readings: choose one**


Kato & Mann, Chapter 14, Homophobia and the health psychology of lesbians.


Session 9
Clinical Practice with Men
Course Objectives: 1,2,3,4,5,7
Practice, Behavior, Health promotion
Social role theories
Stress theories
Chronic illness, for example, heart disease and cancer
Sexual dysfunction
Treatment models
Resources and referrals
Ethics and values
Readings: choose one

Session 10
Clinical Practice with Children

Course Objectives #1,2,3,4,5,6,7

Practice, Behavior, Health Promotion

Life span / developmental theories

Death and dying

Trauma theory

Interventions

- Art and play
- Resources and referrals

Ethics and values

Readings: Choose one


Session 11

Clinical Practice with Adolescents
Course Objectives: 1,2,3,4,5,6,7
Practice, Behavior, Health Promotion
Life span / developmental theories
Death and dying
Trauma theory
Sexuality
Interventions
Ethics and values
Readings: Choose one


Session 12

Managing Substance Abuse in Health Care Settings

Course Objectives: 1, 2, 3, 5, 6, 7
Practice Behavior, Health Promotion
Substance abuse / addiction theory
Change theories
Assessment, diagnosis, intervention
Resources and referrals
Ethics and Values
Required Reading:
Prochaska, James et al. Changing for Good Chapters 4-6

Recommended readings:


Leshner, A. (2001), Drug Abuse and Addiction Research into the 21st Century. Where are we Going from Here? Social work In Health Care. 22(1) 5-16


Session 13-Pain Management

Course Objectives: 1, 2, 3, 4, 5, 6, 7
Practice, Behavior, Health promotion
Roles for social work in pain management
Managing pain in health care settings
Assessment issues
Ethics and Values

**Required Reading:**


Recommended.

American Pain Society (APS) [http://www.ampainsoc.org](http://www.ampainsoc.org)


**Session 14  Bioethics, Social Work Ethics/Values**

**Course Objectives:** #1,2,3,4,5

Bioethics
Belmont Report/underpinning of Ethical Principles-Approach
Patient Self Determination
Advance Directives
DNAR
Withdrawal/Withholding
Uses and abuses of Social Work Practice

Required Reading:
Kerson (2002) Chapter 3 Legal and Ethical Issues

Recommended: