Social Work 631

Advanced Theories and Clinical Interventions in Health Care

3 Units

I. COURSE PREREQUISITES

SOWK 505 and SOWK 545

II. CATALOGUE DESCRIPTION

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

III. 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.
IV. COURSE OBJECTIVES

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

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>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).</td>
</tr>
<tr>
<td>5</td>
<td>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.</td>
</tr>
</tbody>
</table>

V. COURSE FORMAT / INSTRUCTIONAL METHODS

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

VI. STUDENT LEARNING OUTCOMES

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

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
<th>SOWK 631</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Professional Identity</td>
<td>*</td>
<td>4 &amp; 5</td>
</tr>
<tr>
<td>2 Ethical Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Critical Thinking</td>
<td>*</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>4 Diversity in Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Human Rights &amp; Justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Research Based Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Human Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Policy Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Practice Contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Engage, Assess, Intervene, Evaluate</td>
<td>*</td>
<td>1-3</td>
</tr>
</tbody>
</table>

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.
<table>
<thead>
<tr>
<th>Competencies/Knowledge, Values, Skills</th>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Identity</strong>—Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1. Practice personal reflection and self-correction to ensure continual professional development.</td>
<td>Class Participation</td>
</tr>
<tr>
<td>Social workers competent in Professional Identity:</td>
<td></td>
<td></td>
</tr>
<tr>
<td> Serve as representatives of the profession, its mission, and its core values.</td>
<td></td>
<td></td>
</tr>
<tr>
<td> Know the profession’s history.</td>
<td></td>
<td></td>
</tr>
<tr>
<td> Commit themselves to the profession’s enhancement and to their own professional conduct and growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Attend to professional roles and boundaries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical Thinking</strong>—Apply critical thinking to inform and communicate professional judgments.</td>
<td>4. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td>Assignments 1-4</td>
</tr>
<tr>
<td>Social workers competent in Critical Thinking:</td>
<td></td>
<td>Class Participation</td>
</tr>
<tr>
<td> Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td> Use critical thinking augmented by creativity and curiosity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td> Understand that critical thinking also requires the synthesis and communication of relevant information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Analyze models of assessment, prevention, intervention, and evaluation.</td>
<td></td>
<td>Assignments 1-4</td>
</tr>
<tr>
<td>6. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
<td></td>
<td>Class Participation</td>
</tr>
<tr>
<td><strong>Engage, Assess, Intervene, Evaluate</strong>—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</td>
<td>7. Engagement: Substantially and affectively prepare for action with individuals, families, groups, organizations, and communities. Use empathy and other interpersonal skills.</td>
<td>Assignments 2 and 4</td>
</tr>
<tr>
<td>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td> Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td> Using research and technological advances</td>
<td></td>
<td></td>
</tr>
<tr>
<td> Evaluating program outcomes and practice effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td> Developing, analyzing, advocating, and providing leadership for policies and services</td>
<td></td>
<td></td>
</tr>
<tr>
<td> Promoting social and economic justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Assessment: Assess client strengths and limitations. Select appropriate intervention strategies.</td>
<td></td>
<td>Assignments 2 and 4</td>
</tr>
</tbody>
</table>
VII. 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Presentation and 2-Page Analysis of Current Health Event</td>
<td>Assigned Weekly</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 2: Midterm</td>
<td>Unit 7</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 3: Group Presentation</td>
<td>Units 8-14</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 4: Final Paper</td>
<td>1 week after final unit</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
</tbody>
</table>

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 5th edition format. If you are unsure of the APA “rules,” please refer to the guidelines provided on ARES.

Each of the major assignments is described below.

**Assignment 1: Presentation and 2-Page Analysis of Current Health 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. Be prepared to present the issue and main points to the class and facilitate discussion.

Send a copy of the article or a working link to the instructor by 5 pm the evening prior to your presentation day. This link will be posted to ARES so that your fellow classmates have the opportunity to read the article and come up with thoughtful questions for discussion prior to class.

1. Expectation is that the presentation to the class should be 5 minutes. Be prepared to field questions for about 5-10 minutes.

2. Provide to the instructor, the date of your presentation, a 1-2 page written document. This should include:
   a. a brief description of the article (about one paragraph)
   b. rationale for why this is an important issue for society
   c. rational for why this is an important issue for health social worker (or social workers in general)
   d. potential implications of report for policy and/or practice, and or ethics.

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 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 a bio-psychosocial 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.

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 references.

Due Date: Please send an e-mail copy to the instructor before class start time in Unit 7.

This assignment relates to student learning outcomes 4-9.

Assignment 3: Group Presentation

This group presentation will be in groups of 2 on a topic relevant to the week the group selects. The topics are population based; the group may pick any topic within the population group to address. The groups are: older adults, men, women, adolescent & children, mental health, substance use, grief, loss, and bereavement, and chronic illness, pain management, or palliative care. 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.

At the time of your presentation, provide an outline and list of references to all class members. Include at least 5 research article references and 5-10 internet resources. Presentations should be 20 minutes in length. Plan an additional 10-15 minutes for discussion.

Remember to do your best to lead the class in a dynamic way that engages your colleagues. You may use interactive activities as well as lecture. Any take-home resources you can provide to your colleagues are great.

**Presentation dates: As assigned units 8-14**

*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 14. 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 a bio-psychosocial assessment, develop a treatment plan, discuss therapeutic interventions, discuss resources coordination, and discuss legal mandates and ethical standards. Please DO NOT restate the case in your write-up (but do 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.

**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 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 references.

**Due Date:** Please send an e-mail copy to the instructor one week after the conclusion of the course by 5pm PST.

*This assignment relates to student learning outcomes 4-9.*
Class Participation (10% of Course Grade)
Class grades will be based on the following:

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.85 – 4</td>
<td>A</td>
</tr>
<tr>
<td>3.60 – 3.84</td>
<td>A-</td>
</tr>
<tr>
<td>3.25 – 3.59</td>
<td>B+</td>
</tr>
<tr>
<td>2.90 – 3.24</td>
<td>B</td>
</tr>
<tr>
<td>2.60 – 2.87</td>
<td>B-</td>
</tr>
<tr>
<td>2.25 – 2.50</td>
<td>C+</td>
</tr>
<tr>
<td>1.90 – 2.24</td>
<td>C</td>
</tr>
</tbody>
</table>

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

*note, this book is available on Kindle and for the iPad

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:

- 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


**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.accesstobenefits.org)
- [http://www.medicarerights.org/](http://www.medicarerights.org/)
- [http://www.hhs.gov/](http://www.hhs.gov/)
- [http://www.esresearch.org/](http://www.esresearch.org/)
- [http://www.cdc.gov/nchs/](http://www.cdc.gov/nchs/)
- [http://www.kff.org](http://www.kff.org)
- [http://www.bazelon.org](http://www.bazelon.org)
- [http://www.familiesusa.org](http://www.familiesusa.org)
- [http://www.nami.org](http://www.nami.org)
- [http://www.samhsa.gov](http://www.samhsa.gov)
- [http://www.apha.org](http://www.apha.org)
- [http://www.hschange.com](http://www.hschange.com)
- [http://www.iaswresearch.org](http://www.iaswresearch.org)

**Important Fact Sheets**

- America’s Affordable Health Choices Act of 2009
- Medicare – A Primer
- Medicare advantage fact sheet – 2009
- Medicare prescription drug plans in 2009 and key changes from 2006
- 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](http://www.kff.org/medicaid/upload/7933.pdf)
- State Medicaid Fact Sheet – California
- The Medicare prescription drug benefit – 2009
- The uninsured – A Primer

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Setting the Stage for Practice in Health</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Setting the Stage for Practice in Health II</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Health Promotion</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Practice Skills and Assessment</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Grief, Loss, and Bereavement</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Practice Skills and Assessment</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Vulnerable populations</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mental health</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Older adults</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Men</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Women</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Adolescents and Children</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Chronic Illness, Pain Management, and Palliative Care</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Managing Substance Abuse in Health Care Settings</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Community Work Models in Health Care Settings</td>
<td></td>
</tr>
</tbody>
</table>

**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
(Instructor Note: On ARES.)

(Instructor Note: On ARES.)


Recommended Readings


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

(Instructor Note: On ARES.)

(Instructor Note: On ARES.)

(Instructor Note: On ARES.)

(Instructor Note: On ARES.)

Recommended Readings


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
(Instructor Note: On ARES.)

(Instructor Note: On ARES.)

Recommended Readings

(Instructor Note: On ARES.)


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

(Instructor Note: Read these modules: The Chronic Care Model and Model Elements.)


Recommended Readings

Unit 5: Grief, Loss, and Bereavement

Topics
- 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


Recommended Readings


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

Unit 6: Practice Skills II

Topics
- Problem-solving therapy
- Short-term CBT

Midterm will be distributed

This Unit relates to course objectives 2 and 3.

Required Readings


**Recommended Readings**


**Unit 7: Vulnerable Populations**

**Topics**

- Lesbian, gay, and transgender health
- Homelessness and health
- Prisoner health
- Children’s health
- Veteran’s health

**Midterm due**

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

**Required Readings**


**Recommended Readings**


**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**


**Recommended Readings**


**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**


**Recommended Readings**


**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**


**Recommended Readings**


**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**


**Recommended Readings**


**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**


**Recommended Readings**


**Unit 13: Chronic Illness, Pain Management, and Palliative Care**

**Topics**
- 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**


(Instructor Note: On ARES.)


(Instructor Note: On ARES.)
Recommended Readings


Unit 14: Substance Use in Healthcare Settings

Topics

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

Required Reading:


Recommended Readings


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:


Recommended Reading


IX. 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) 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.

X. 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.

XI. 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.

XII. 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

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.

<table>
<thead>
<tr>
<th>UNIVERSITY PARK CAMPUS</th>
<th>ACADEMIC CENTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Center</td>
<td>Orange County</td>
</tr>
<tr>
<td>Front of Building (12th &amp; Olive)</td>
<td>Faculty Parking Lot</td>
</tr>
<tr>
<td>MRF</td>
<td>San Diego</td>
</tr>
<tr>
<td>Lot B</td>
<td>Building Parking Lot</td>
</tr>
<tr>
<td>SWC</td>
<td>Skirball</td>
</tr>
<tr>
<td>Lot B</td>
<td>Front of Building</td>
</tr>
<tr>
<td>VKC</td>
<td>McCarthy Quad</td>
</tr>
<tr>
<td>SWC</td>
<td>McCarthy Quad</td>
</tr>
</tbody>
</table>

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

XIII. 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.”

XIV. 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.

XV. 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.

XVI. 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.

XVII. 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. 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. 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 for further guidance.

XVIII. 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.