

<b>Course Title/Number</b>	SWK 633 Advanced Clinical Social Work Practice in Behavioral Healthcare with Individuals and Families
<b>Semester/Year</b>	Fall 2016
<b>Days/Time</b>	
<b>Location</b>	
<b>Instructor</b>	
<b>Office</b>	
<b>Phone</b>	
<b>E-Mail</b>	
<b>Office Hours</b>	
<b>University Policies</b>	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on "Marshall University Policies." Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/policies/">www.marshall.edu/academic-affairs/policies/</a> . Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

### Catalog Description

Evaluation of theory, best practices, emerging issues, and skill development in health settings; interaction among cultural, socioeconomic, and organizational factors. Prerequisites – SWK 501 & 511

### 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 rural and underserved 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.

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

<b>Course student learning outcomes</b>	<b>How students will practice each outcome in this course</b>	<b>How student achievement of each outcome will be assessed in this course</b>
Students will gain an understanding of an advanced theoretical base for helping individuals, families, and groups in varied health care settings Competency 7 – Assessment	Students will articulate an understanding of bio-psychosocial and ecological perspectives focused on assisting individuals and families in health care settings	Students will demonstrate techniques through role play, class presentations, and written assessments
Students will gain an understanding of methods for constructing a rationale of 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. Competency 4 – Practice-Informed Research and Research-Informed Practice	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.  Students will practice analyzing models of assessment, prevention, intervention, and evaluation	Students will demonstrate this outcome by utilizing effective oral and written communication of their rationales for practice approaches in working with individuals, families, groups, organizations, communities, and colleagues through role play, class presentations and written assessments
Students will 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. Competency 1– Ethical and Professional Behavior	Students will practice personal reflection and self-correction to ensure continual professional development	Students will demonstrate techniques through role play, and class presentations, written assessments, and class participation
Students will increase 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	Students will practice using effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.  Students will practice engagement which will substantively and affectively prepare them for interfacing with individuals, families, groups, organizations, and	Students will demonstrate techniques through role play, and class presentations and written assessments

health and social work fields (such as Internet-related sources, professional associations, conferences, and journals Competency 6 – Engagement	communities. Students will practice their use of empathy and other interpersonal skills.	
Students will demonstrate awareness of self as it impacts professional practice and ethical decision-making. Competency 1– Ethical and Professional Behavior	Through the application of a strengths/resilience approach to analyze the social worker role	Students will demonstrate techniques through role play, and class presentations and written assessments

### Required Texts, Additional Reading, and Other Materials

### Course Requirements/Due Dates

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

### Grading Policy

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-

## Attendance Policy

## Course Schedule

### **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. rationale 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.**

## **Assignment 2: Take Home Midterm**

For the midterm, you will receive a set of case vignettes in class during Week 5. You will choose **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.**

## **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,
3. access and cost of treatment, treatment decision-making, ethical issues regarding treatment).
4. 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.
5. 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 classmembers. 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**

#### **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.**

## Course Overview

- 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, Pain Management, and Palliative Care
- 14 Managing Substance Abuse in Health Care Settings
- 15 Community Work Models in Health Care Settings

**STUDY DAYS / NO CLASSES  
FINAL EXAMINATIONS**

## 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 nursinghome 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.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.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.

