RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE SYLLABUS

*MASTER SYLLABUS* 2009
LEAD TEACHER: SHARI MUNCH

19:910:516
CLINICAL SOCIAL WORK: HEALTH CARE

INSTRUCTOR:
OFFICE:
PHONE:
E-MAIL:
OFFICE HOURS:

I. CATALOG COURSE DESCRIPTION

Problem-solving model of direct practice is applied, at an advanced level, for individuals, families, and groups in health care and mental health care settings. Skills of crisis intervention, case management, and discharge planning addressed. Professional practice as part of an interdisciplinary team.

II. COURSE OVERVIEW

This course aims to help students to develop knowledge and skill with the full range of social work skills used in health care social work. A model of practice is introduced that suggests that social workers need to be simultaneously attuned to the psychosocial problems confronting people with major health problems at the same time as they recognize and work to alleviate the structural or systemic roots of many health problems. The model introduced here builds on generalist practice as introduced in the first year of study, as well as approaches to advanced intervention. In introducing this approach, major attention is paid to the special needs of people with health problems, the nature of the health care organizations that render care, and social work's role as one of the health professions.

Given the ongoing change in health care financing, organization and delivery, especially the advent of managed care, attention will be paid to the opportunities, as well as the threats posed by emerging developments, and the adaptation of skills needed to respond to this changing environment.

Focus is on 1) working with people who are experiencing extensive, often long term health problems; 2) on working with people of different ethnic and minority groups, people with diverse sexual orientation, and especially vulnerable people including poor people, elderly people and people with disabilities; 3) work carried out in the fast paced context of crisis and time constraints; 4) the tools needed to function in complex health care systems; and 5) consideration of the principles and skills of interdisciplinary practice. There will also be some attention to the health care practitioner’s role in effecting institutional change.
III. **PLACE OF THE COURSE IN THE PROGRAM**

This is an elective course in the Advanced Practice Year targeted primarily for students with a special interest in health care. However, the material covered may be of use to students in any of the clusters or method specializations offered at The School. Prerequisite is satisfactory completion of the Professional Foundation Year.

IV. **COURSE OBJECTIVES**

This course will enable students to:

1. Aid students in developing the advanced skills and knowledge required to adapt social work skills to the fast paced and changing health care environment, while retaining an emphasis on social work values and ethics.

2. Aid students in developing the requisite knowledge and skills to work effectively with diverse vulnerable and oppressed populations, especially minority persons, people from different ethnic groups and the immigrant groups found in large numbers in New Jersey, women, people of varying sexual orientation, the elderly and people with disabilities.

3. Build on the problem solving model introduced in Social Work Practice I & II and the theories and skills of advanced direct intervention. Student familiarity with institutional change strategies is also an aim.

4. Deepen practice knowledge and skills with an emphasis on those especially applicable to health care social work practice such as crisis intervention, the structured approaches, and those group approaches found effective with people experiencing profound health problems.

5. Develop understanding of the complex nature of health care delivery systems and skills in interdisciplinary practice.

6. Consider approaches for evaluating health care social work practice.
V. Required Readings

Suggested Required Textbook Options: Choose One


**Instructor discretion as to additional required textbooks and electronic readings.

Electronic Library Reserve and E-Journals

Required readings are available through Rutgers University’s Library (1) graduate electronic library reserve, and as (2) e-journals via IRIS, and/or eCompanion. Students, as per their class presentation assignment, will assign additional scholarly articles in advance. Additional readings may be assigned at the discretion of the instructor.

VI. Course Requirements

Methods of Instruction

The format for the class may include lecture, discussion, videotapes, small group exercises, panels, roleplay and guest speakers. It is designed for maximum student participation and sharing of experiences and insights in order to facilitate the integration of theory and practice in health care settings. Also, eCompanion will be used to supplement the course [See handout].

Instructor and Student Roles

The instructor plays an active part in the learning process. Students can expect that the professor will convey clear, specific information about theory, advanced social work practice, and social work values and ethics. Assignments have been developed in a format that encourages learning, as well as provides the instructor with a means with which to evaluate the student. The student plays an active part in the learning process. As with all social work classes, participating in the process of the educational experience is vital. It is expected that students will attend all classes, come to class prepared to discuss the topic and complete assignments on time. Confidentiality as defined by NASW Code of Ethics is expected in regards to clients and class colleagues. Behavior in this course must also comply with the university’s code of conduct (http://www.rci.rutgers.edu/~judaff/code.htm).
*Note: All electronic devices (e.g., cell phone, ipod, laptop) must be silenced and stored out-of-sight before class begins (See instructor to discuss exceptions). Use of electronic devices is prohibited in the classroom at all times, including before class, during breaks, and after class. Failure to comply will result in class participation point deductions at the instructor’s discretion.

ASSIGNMENTS

**Instructor discretion.

Written assignments are due at the beginning of class (before the instructor begins the session) or on the specified date/time when instructor requests electronic/dropbox submission. Late papers/assignments/exams will be accepted only in very unusual and compelling circumstances and only if cleared with the instructor in advance, and a definite plan for completion of missing work is agreed upon in advance by the instructor and the student. No opportunities for make-ups will be granted unless the student provides written documentation of extenuating circumstances. Late papers/assignments not arranged in advance will receive a grade of zero (0.0). For eCompanion technical problems (See Handout).

Unless otherwise specified by the instructor, written assignments must be typed, double spaced, using one inch margins, 12-point font, numbered pages, formal English, and the American Psychological Association style of documentation.

Typographical errors; poor grammar, syntax, spelling, word choice and organization; or other problems which impede clarity of communication will result in lower grades. Plagiarism, cheating, sabotage or any other violation of academic or professional standards for ethical behavior will not be tolerated, and will result in failure for the assignment and course. All assignments for this class must reflect social work values and ethics including awareness of issues of diversity and economic and social injustice.
1. Critical Analysis and Reflections on Readings (5 @ 100 points=500 points)
   [Dropbox Sessions 2, 3, 4, 5, 6]

This assignment provides students the opportunity to reflect on, and critically consider course readings. **OR, assign 10 weekly papers.

[See handout].

**Instructor discretion.

2. Team Presentation and Corresponding Materials (100 points)

This assignment provides students the opportunity to: 1). research an assigned content area 2). develop a scholarly oral presentation which models those conducted in the clinical work setting (inservice presentations) and professional conferences (paper presentations) 3). develop corresponding outlines, handouts, materials 4). experience the dynamics of project collaboration and teamwork 5) utilize your own unique creativity in the organization of the subject matter and the presentation methods 6). enhance speaking skills.

[See handout].

Instructor discretion.

3. Review Essay (100 points: comprise all three components)
   [Prospectus: Dropbox Session 5] [Review Essay: Dropbox Session 14]

This essay (term paper) provides students the opportunity to investigate a physical health condition of their interest and to explore issues such as: What is the current state of knowledge compared to historical perspectives? What medical and social “truths” have been altered? What debates in the field (social work and interdisciplinary) have emerged? Which themes have been revised? How have research directions changed? To what extent does the literature and research in this area incorporate race, class, gender and other structured inequalities? How is the condition viewed cross-culturally?

[See handout].

**Instructor discretion.

4. Attendance and Participation (100 points)
   [Dropbox Session 14]

[See handout].

**Instructor discretion.
VII. GRADING

The assignments for this course are worth a total of 85% of the final grade. Each will involve an integration of the class readings, lectures and discussions. These assignments, together with an evaluation of students’ attendance/class participation worth 15%, will make up the course grade.

Critical Analysis and Reflections on Readings ..................... 500 points (15%)
Team Presentation ................................................................. 100 points (30%)
Review Essay ................................................................. 100 points (40%)
Attendance/Participation........................................... 100 points (15%)

[*In the event of extra credit assignments, points will be added to the Review Essay grade]

Final grades in this class, as in most courses in the School of Social Work, are letter grade numerical equivalents. Listed below are the corresponding percentages/points (as defined in this course) and general definition of these grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Numerical Equivalent</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>4.0</td>
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<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>Acceptable</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory/Significant Problems</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Instructor discretion.

VIII. COURSE EVALUATION

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.
IX. COURSE OUTLINE

**Instructor discretion regarding order of content.

Session 1: 9/4  
**Introduction and Overview of the Course**
- Social workers in health settings: A historical perspective
- Types of settings
- Review syllabus

Cowles

Chapter 1: Orientation to Social Work in the Health Field

Electronic Library Reserve

  Chapter 4: “Social Work in Acute Care” pp. 131-170.
  Chapter 8: “Thriving in Health Care” pp. 292-326.


Session 2: 9/11  
**Host Settings; Social Work Role and Functions; Quality Assurance**

**Paper 1 Due**
- Due in Session 2 Dropbox before 8:30 a.m.
- Label “Paper 1”

Cowles

Chapter 2: Fundamentals of Health Care Social Work

E-Journals


Session 3: 9/18

**Interdisciplinary Practice and Collaboration; Documentation; Confidentiality**

**Paper 2 Due**
- Due in Session 3 Dropbox before 8:30 a.m.
- Label “Paper 2”

Cowles

Chapter 3: Social Work in Primary Care Settings
Chapter 4: Social Work in Hospitals
Chapter 5: Social Work in Home Health Care/Home Care

Electronic Library Reserve


E-Journals


Session 4: 9/25

Crisis Intervention

** Paper 3 Due
- Due in Session 4 Dropbox before 8:30 a.m.
- Label “Paper 3”

Electronic Library Reserve


E-Journals


**Session 5: 10/2**  

**Mental Health Emergencies: Assessment and Intervention**

- [Mini] Mental status exam  
- Suicide assessment  
- Involuntary psychiatric admission  
- Client violence against social workers/worker safety

**Review Essay Prospectus Due**  
- Due in Session 5 Dropbox before 8:30 a.m.  
- Label “Prospectus”

**Paper 4 Due**  
- Due in Session 5 Dropbox before 8:30 a.m.  
- Label “Paper 4”

**Electronic Library Reserve**


**E-Journals**

Session 6: 10/9  

**Impact of Illness on Patients and Families**

- Psychosocial aspects
- Social constructions of health, disease, illness
- Causal explanation/etiology/attribution theory
- Gender bias and female medical conditions
- Patient-health care professional relationship

**Paper 5 Due**
- Due in Session 6 Dropbox before 8:30 a.m.
- Label “Paper 5”

Electronic Library Reserve


*Recommended Readings* (not required)


Munch, S. (2002). Chicken or the egg? The biological-psychological controversy surrounding hyperemesis gravidarum. *Social Science & Medicine, 55*(7), 1267-1278. [e-journal]

Session 7: 10/16  Impact of Illness on Patients and Families

Watch one movie re: patient/family adjustment to any aspect of physical illness (e.g., diagnosis, prognosis, treatment, coping, etc.) Movie examples include but are not limited to: Wit, Simon Birch, The Doctor, Iris, The Family Stone, Steel Magnolias, Angels in America (HBO mini-series), Regarding Henry.

Session 8: 10/23  Death, Dying and Bereavement

• Grief theories, societal responses, assessment and intervention strategies
• Imparting bad news

Electronic Library Reserve


Chapter 2: “A Perspective on Loss, Grief, and Mourning” pp. 19-77;
Chapter 6: “Clinical Assessment of Grief and Mourning” pp. 243-266.

Chapter 5: “Therapeutic Interventions with Grievers” pp. 75-117.

E-Journals


Student Presentations: (Topics and Teams TBD)

Topics May Include:

Sick-role behavior
Attribution theory
Patient Self-Determination Act; Advanced Directives
Hospital ethics committees
On-line computer mediated patient health/illness groups
Assisted reproductive technologies
Perinatal bereavement
Hospital pediatric unit: child abuse/neglect
Hospice: Pediatric perspectives
Hospice: Adult perspectives
Nursing home care
Dementia: assessment and intervention
Rehabilitation hospital
Western and complementary medicine approaches

Session 9: 10/30  Student Presentations

Session 10: 11/6  Student Presentations

Session 11: 11/13  Student Presentations
Session 12: 11/20

Mental Health Emergencies: Assessment and Intervention

• Domestic violence screening

Electronic Library Reserve


E-Journals


11/27/07 THANKSGIVING BREAK: No Class

Session 13: 12/4

Other Clinical Considerations: Compassion Fatigue

Electronic Library Reserve


Chapter 1: “Compassion Fatigue as Secondary Traumatic Stress Disorder: An
Overview” pp. 1-20.

Session 14: 12/11 Other Clinical Considerations: Compassion Fatigue

** Review Essay Due
- Due in dropbox before 8:30 a.m.
- Label “Review Essay”

** Attendance and Participation Evaluation Due
- Due in dropbox before 8:30 a.m.
- Label “A&P”

E-Journals


Session 15: 12/18 Current Trends in SW in Health Care and Organizational Considerations

• Managed care (history of reimbursement)
• Restructuring of hospitals
• Social work managerial issues
• Impact of “care management”

Cowles

Chapter 8: U.S. Health Care System Strengths and Problems
Chapter 9: A Vision of Future Social Work Practice in Health Care

E-Journals


Last Day of Class
• Mini-presentations: Summary of review essays
• Course evaluation
• Course wrap-up lecture
X. **Academic Integrity Policy**

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be constructed as an attempt to misrepresent the cited materials as your own. Use the citation style preferred by the discipline.

Effective September 2, 2008, a revised Policy on Academic Integrity will go into effect. The new policy is posted at [http://academicintegrity.rutgers.edu/integrity.shtml](http://academicintegrity.rutgers.edu/integrity.shtml)

Please Note: Violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade, shall be assigned until the case is resolved.

**Definition of Plagiarism**

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or part in one’s own words. To acknowledge a paraphrase properly, one might state: to paraphrase Plato’s comment...and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not to be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some case, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

XI. **Disability Accommodation**

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kregeer Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847. Students must have a letter of accommodation from the Office of Disability Services in order to receive accommodations.