I. Catalog Course Description

Theories and skills of direct clinical practice are applied at an advanced level for individuals, families, and groups in health care settings. Skills of crisis intervention, case management, and professional practice as part of an interdisciplinary team are addressed.

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) 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 COURSE IN PROGRAM**

This is an elective (distribution requirement) 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 interested in other fields of practice. Prerequisite is satisfactory completion of the Professional Foundation Year.

**Program Level Learning Goals and the Council of Social Work Education’s Social Work Competencies**

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE’s accreditation standards can be reviewed at [www.cswe.org](http://www.cswe.org).

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Clinical social workers understand the importance of the assessment process and recognize that it is ongoing and that it directly informs their interventions. Clinical social workers value holistic assessment and therefore use the biopsychosocial-spiritual assessment process as well as analysis of clients’ strengths and resiliencies, their coping skills, and their adaptation to traumatic and stressful life events in a full assessment. Practitioners of clinical social work understand how their personal experiences may impact the assessment process. Clinical social workers recognize the power of intergenerational family patterns on individuals and explain these to clients while avoiding deterministic approaches to identifying such patterns. When applicable, clinical social workers rely on the *Diagnostic and Statistical Manual of Mental Disorders* to enhance their assessment, to conduct differential diagnosis, and to communicate with other healthcare providers about clients’ presenting problems and symptomatology. Clinical social workers elicit client feedback about their experience of the assessment process, reflect upon varied meanings of the assessment, and share these assessment outcomes with clients.

**Practitioners in clinical social work:**

- Demonstrate an ecological understanding of the transactional relationship between emotional/behavioral difficulties and social problems—poverty, crime, social injustice, institutional racism, sexism, religious and/or ideological bias, homophobia, and transphobia—and incorporate this understanding into their assessments.
- Select, modify and adapt, and evaluate clinical assessment tools and approaches depending on the needs and social characteristics of clients and current empirical evidence.
- Assess how issues of privilege, social injustice, and inequities in access to resources play a role in client difficulties and how they affect the assessment process, including assisting the client in voicing concerns to the entire treatment team.
- Reflect on their own issues of power and privilege and how they impact the therapeutic relationship.

The achievement of this competency will be assessed using the final assignment for the course.
IV. **Course Learning Goals**

Upon completion of this course, students will be able to:

1. Develop 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. Develop 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 theories and skills introduced in Social Work Practice I & II and 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 and grief therapy 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 team collaboration and practice.

**School of Social Work Mission Statement and School Wide Learning Goals**

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities
V. **REQUIRED TEXTS AND READINGS**


*Available electronically (e-version) through Rutgers Library.


*Available electronically (e-version) through Rutgers Library.

**REQUIRED READINGS: ELECTRONIC LIBRARY RESERVE**

"Required" readings are to be read in preparation for each class session. Additional readings may be assigned at the discretion of the instructor.

"Supplemental" (recommended, not required) readings will help your understanding of course material, assignments, and your field practice. You are expected to read a generous selection of supplemental readings and incorporate in course assignments (as appropriate).

Non-textbook required readings are listed on the syllabus under the heading “Electronic Library Reserve”, however; only those *without* a hyperlink can be obtained via Rutgers University Libraries (RUL) electronic reserves.

Readings listed on the syllabus that are accompanied with a "persistent link/hyperlink" *must* be accessed via the link. The link will usually take you directly to the article or to the journal page where you will simply click on the PDF icon to download the article; and in some cases you might be directed to the Rutgers Library "Get It at R" button. If a hyperlink does not work, simply copy/paste the link into the appropriate RUL search field.

Readings that *do not* have a "persistent link" are available through the RUL electronic course reserves under the name of the instructor, Shari Munch.

Course reserves can be accessed at [https://www.libraries.rutgers.edu/](https://www.libraries.rutgers.edu/). To find your course reserves there are two methods:

Method one:
In the QuickSearch box on the Libraries homepage, type the Course NAME or the Course Number (for example, Clinical Social Work II; 19:910:512) and select Course Reserves in the autofill drop down. On the results page, on the left, you can SORT by TITLE of the item/reading or by AUTHOR.

Method two:
On the Libraries homepage, click the Advanced Search link on the right under the QuickSearch box. Mark the Course Reserves radio button, and then you can search by course name, course number, or by title of the reading.

Please refer all Rutgers library-related and/or electronic reserve questions to the Social Work Librarian, Karen Hartman, karen.hartman@rutgers.edu (848-932-6104) or to any librarian via the RUL Ask A Librarian service: copy and paste the entire link into your browser: [http://www.libraries.rutgers.edu/help](http://www.libraries.rutgers.edu/help).
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.

Pearson Learning Studio (eCollege) will be used to supplement the course. eCollege is a course management program designed to aid in the communication and dissemination of course information and materials. Students are responsible to ensure that they have access to a working computer as well as an email server. It is expected that students will download onto their own computer/device all pertinent course materials, handouts, readings to access them in the event of power outages, or when RUL or eCollege are ‘down’. Lecture outlines/handouts will be posted on eCollege by 6:00 p.m. the night before class. Students are expected to check eCollege “Announcements” frequently (you can set up notifications). Instructor will communicate only time sensitive course information via email (*Rutgers email address). The instructor cannot respond to technology questions. Refer eCollege questions to: 732-932-4702; help@eCollege.rutgers.edu.

Please refer all questions regarding course lectures and assignments to the eCollege threaded discussion “Post a Question” (located in “Course Home”); specific instructions about how to use this site are located there. However, if you have something specific to your situation that needs to be discussed in private, please email the instructor.
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. Students will demonstrate, in class sessions and in assignments, that they have read the readings (and a generous selection of supplemental readings), can relate readings and class material to their field experiences, and have sought out empirical evidence for the validity of various theories and the effectiveness of various intervention approaches.

Confidentiality (omission or significant modification of highly sensitive information) and anonymity (omission of identifying information: person, organization, geographic locale) as defined by NASW Code of Ethics is expected in regards to clients and class colleagues. As is the case for all social work courses, and especially clinical social work courses, students (and the professor) are expected to treat information (client and personal) discussed in class and presented in papers in a respectful manner. Anonymity must be protected (e.g., use pseudonyms in place of actual names of persons and organizations and geographic locations; or, omit use of proper names and use the descriptive or role label, such as mom/dad/maternal grandmother/brother/sibling; or acute care medical hospital vs. hospital name; or continent vs. country). Unfortunately, the instructor cannot control what is discussed outside of the classroom; therefore, students must use discretion as to what information they choose to reveal. Behavior in this course must also comply with the university’s code of conduct (http://studentconduct.rutgers.edu/university-code-of-student-conduct).

In the spirit of mindfulness practice and to create a ‘soundscape’ conducive to teaching and learning -- a classroom milieu free from extraneous noise and distractions -- all electronic devices (e.g., laptop, cell phone, iPod, etc.) must be silenced and stored out-of-sight before entering the classroom and during breaks (unless otherwise specified by the instructor for pedagogical purposes). It is expected that cell phones and social media alerts will be silenced. You are welcome to use electronics in the hallway and lounges. Failure to comply will result in class participation point deductions at the instructor’s discretion.
ASSIGNMENTS

Written assignments are due on the specified date/time. Only the first assignment/paper submitted to the dropbox will be accepted; do not submit more than one version of an assignment. Late papers/assignments/exams will be accepted only in very unusual and compelling circumstances and only if cleared with the instructor in advance (except for unanticipated emergency event), 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). In this era of technology, technical difficulties are not deemed a compelling reason for late submission of assignments. Please be advised that waiting until the last minute to being, complete and/or submit an assignment (hardcopy or electronic) may leave you vulnerable to technical problems, possibly resulting in a failing grade for that assignment.

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 current version of 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. Students who fail to follow instructions will be penalized. 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. **Support Group Paper (100 points)** [See handout].

This assignment provides students the opportunity to attend a patient/family support group and critically consider required course readings.

2. **Media Paper (100 points)** [See handout].

This assignment provides students the opportunity to view a film, critically consider clinical health care social work concepts presented in this course, and apply these course concepts to pertinent characters in the film.

3. **Review Essay (100 points: comprise all three components)** [See handout].

This essay (term paper) provides students the opportunity to investigate a physical medical 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?
4. Attendance and Participation (100 points)

Attendance

~ Students are expected to attend all classes and arrive on time.
~ Students are expected to notify the instructor prior to each missed class.
~ Consistent lateness (roughly, 4 or more) will result in 10-point deduction.
~ The instructor will excuse an absence (no deduction) only for compelling reasons (student’s illness, emergency and other extenuating circumstance to be determined by the instructor); notification of absence does not automatically indicate an excused absence.
~ Unexcused absences will result in point deduction.
~ Absences may occur due to unforeseen extenuating circumstances, however, more than 3 absences for any reason (including illness and compelling circumstances; yet excluding religious observance as per university policy) will result in course failure. [Instructor reserves the right to appraise any exceptions to this course policy]
~ Partial attendance of a session is considered an absence.
~ Students are responsible for obtaining class notes, handouts and announcements provided during the missed session from a fellow student.

<table>
<thead>
<tr>
<th>Number of Absences</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>1</td>
<td>85</td>
</tr>
<tr>
<td>2</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>4 or more</td>
<td>0</td>
</tr>
</tbody>
</table>

Course Failure

Class Participation

~ Examples of in-class participation include, but are not limited to: asking relevant questions, contributing thoughtful comments, active participation in small/large group exercises, presentation of case material, help others to understand the material, bringing to class relevant articles/newspaper clippings/media/current events information (e.g., student can discuss in class, and/or send an eCollege email with attachment OR send email alerting the class to view the ‘Doc Sharing’ posting).
~ Class participation also includes the notion of citizenship, conducting oneself in a professional manner (e.g., respect for others; refrain from use of electronic devices).

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>100</td>
</tr>
<tr>
<td>Very Good</td>
<td>85</td>
</tr>
<tr>
<td>Good</td>
<td>80</td>
</tr>
<tr>
<td>Poor</td>
<td>70</td>
</tr>
<tr>
<td>Failing</td>
<td>50 (Unable to judge learning from classroom interaction)</td>
</tr>
</tbody>
</table>

* The two scores will be added together and divided by two.
VII. GRADING

The assignments for this course are worth a total of 90% 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 10%, will make up the course grade.

Support Group Paper ................................................................. 100 points (20%)
Media Paper .................................................................................. 100 points (30%)
Review Essay .................................................................................. 100 points (40%)
Attendance/Participation................................................................. 100 points (10%)

Extra Credit

On occasion, optional extra credit in-class and outside of class homework assignments may be announced. Extra credit 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>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-92</td>
<td>Outstanding</td>
</tr>
<tr>
<td>B+</td>
<td>91-87</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>86-82</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>81-77</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>76-70</td>
<td>Good</td>
</tr>
<tr>
<td>F</td>
<td>69 and below:</td>
<td>Failing</td>
</tr>
</tbody>
</table>

*Note: Point-5 (.5) will be rounded up (one decimal) for the final course grade.

*See handout “Grading Rubric for All Papers”

VIII. COURSE EVALUATION

Rutgers University issues an electronic survey that evaluates both the course and the instructor. This survey is completed by students at the mid-point and the end of the semester, and all responses are anonymous.
IX. **Course Outline**

*Reminder: edited textbook chapters and other readings listed in the syllabus (and lecture handouts) are cited for ease, but are not necessarily in proper APA style format. Following APA 6th Edition citation-style is required in all assignments, unless otherwise specified.*

**Session 1: 1/19**

**Introduction and Overview of the Course**

- Historical perspectives of health social work
- Health practice settings
- Review syllabus

**Gehlert & Browne**
Forward, Introduction
Chapter 1 “Conceptual underpinnings of social work in health care”

**McCoyd, Kerson & Associates**
Chapter 1 “Practice in context: the framework”

**Electronic Library Reserve**

**Supplemental**

Session 2: 1/26  Host Settings; Social Work Role

Gehlert & Browne
Chapter 1 “Conceptual underpinnings of social work in health care”
Chapter 2 “Social work roles and health-care settings”

McCoyd, Kerson & Associates
Chapter 2 “Primer on micro practice…”

Electronic Library Reserve


Dziegielewski, S. F. (2013). The changing face of health care social work: Opportunities and challenges for professional practice (3rd ed.). New York: Springer. [Ch. 3: The evolution of social work practice in health care, Table 3.1 “Core Services Provided by Health Care Social Workers” p. 65]

http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1080/00981389.2010.499825

http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1080/00981380902765592
Supplemental
Gehlert & Browne
Chapter 4 “Public health and social work”
Chapter 5 “Health policy and social work”

McCoyd, Kerson & Associates
Chapter 23- “Public health SW primer”
Chapter 32- “Research for health efforts in the West Bank, Palestine”

http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1080/00981380902928935
DATE

** ASSIGNMENT DUE DATE **

Support Group Paper Prospectus Due

~ Date:

~ Time:

~ Label: “Last NameGroupProspectus”
(e.g., SmithGroupProspectus.doc)
Session 3: 2/2  Interdisciplinary Practice and Collaboration; Patient & Family Centered Care; Confidentiality; Documentation

Gehlert & Browne
Chapter 10 “Communication in health care”

Electronic Library Reserve


[Ch. 7: Documentation and record keeping in the health care setting, p. 163-194]


http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1080/00981389.2014.905817

http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1300/J010v44n04_03

Supplemental
McCoyd, Kerson & Associates
Chapter 10 “Family-focused care of an adolescent with a burn: A multidisciplinary approach”  
Chapter 16 “Returning veterans, constrictive bronchiolitis, and Veterans’ Affairs: a WRIISC”
Psychosocial Aspects of Physical Illness

Gehlert & Browne
Chapter 6 “Theories of health behavior”
Chapter 9 “Social work practice and disability issues”
Chapter 13 “Families, health, and illness”
Chapter 11 “Religion, spirituality, and health”
Chapter 15 “Social work with children and adolescents with medical conditions”

Electronic Library Reserve

[http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1300/J010v37n01_02](http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1300/J010v37n01_02)


Supplemental
Gehlert & Browne
Chapter 7 “Community and health”
Chapter 20 “Adherence and mental health issues in chronic disease: Diabetes, heart disease, and HIV/AIDS”

McCoyd, Kerson & Associates
Chapter 11 “The Young Woman’s Program: A health and wellness model to empower adolescents with physical disabilities in a hospital-based setting”
Chapter 19 “In-home support for Junior: a study of collaboration and own use of boundaries”
** ASSIGNMENT DUE DATE **

Support Group Paper Due

~ Date: 

~ Time: 

~ Label: “Last NameGroupPaper” (e.g., SmithGroupPaper.doc)
Session 5: 2/16	Impact of Physical Illness on Patients and Families

Gehlert & Browne
Chapter 13 “Families, health, and illness”
Chapter 19 “Oncology social work”

McCoyd, Kerson, and Associates
Chapter 21 “A framework for working with people with early-stage dementia: A relationship-focused approach to counseling”

Electronic Library Reserve
A) Imparting bad news:


http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.3322/canjclin.56.4.197


B) Patient-physician relationship:
http://www.nature.com.proxy.libraries.rutgers.edu/jp/journal/v20/n8/abs/7200464a.html

C) Gender-bias:
http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1300/J013v40n01_06
Supplemental
Gehlert & Browne
Chapter 14 “Human sexual health”

McCoyd, Kerson, and Associates
Chapter 26 “Social work in the pediatric endocrinology and diabetes setting”


http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1080/10522151003716353
Date

** ASSIGNMENT DUE DATE **

Review Essay Prospectus Due

~ Date:

~ Time:

~ Label “Last NameEssayProspectus”
  (e.g., SmithEssayProspectus.doc)
Session 6: 2/23

Death, Dying and Bereavement: An Overview

- Grief theory
- Socio-cultural/societal responses
- Assessment and intervention strategies

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.

Supplemental


View:
Session 7: 3/2  

**Crisis Intervention: Assessment and Intervention**

**Electronic Library Reserve**


**Supplemental**


** ASSIGNMENT DUE DATE **

Media Paper Due

~ Date:

~ Time:

~ Label: “Last NameMediapaper”
(e.g., SmithMediapaper.doc)
Session 8: 3/9  Crisis Intervention; Death, Dying and Bereavement:  
Special Topics

Perinatal perspectives:
• Intimate partner violence
• Perinatal loss

Electronic Library Reserve


http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1093/bjsw/bch063


View this 4-min video:  


The TEARS Foundation, New Jersey Chapter
http://www.thetearsfoundation.org/page.php?id=143

View this 7-min video and explore website about common reactions to perinatal death:
http://www.nationalshare.org/

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**3/16 SPRING BREAK: No Class**

24
Session 9: 3/23

Impact of Physical Illness on Families: Special Topics

• Siblings
• Use of Experiential Modalities and Group Support

Electronic Library Reserve


http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1080/00981389.2010.511054


Supplemental


http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1891/0730-0832.33.2.66
Session 10: 3/30

Crisis Intervention: Mental Health Emergencies

- Mental status exam
- Suicide risk assessment
- Involuntary psychiatric admission
- Client violence toward social workers/worker safety

Gehlert & Browne
Chapter 8 “Physical and mental health: Interactions, assessment, and intervention”

McCoyd, Kerson & Associates
Chapter 3 “Barriers for a mentally ill mother’s adoption plan”

Electronic Library Reserve


Supplemental


  Chapter 1: Classification and assessment of suicide ideation and suicidal acts
  Chapter 2: Correlates of and risk factors for suicidal acts
  Chapter 7: Cognitive case conceptualization of suicidal acts
Session 11: 4/6    Biomedical Ethics; Ethics Committees

Gehlert & Browne
Chapter 3 “Ethics and social work in health care”

McCoyd, Kerson & Associates
Chapter 5 “Getting there: Decision-making in the NICU”

Electronic Library Reserve


Supplemental
McCoyd, Kerson & Associates
Chapter 17 “Work with undocumented immigrants when serious illness intersects with no insurance”

Session 12: 4/13  End-of-Life Care (pediatric and adult perspectives)

- Palliative care
- Hospice care
- Advance directives
- POLST

Gehlert & Browne
Chapter 16 “Social work with older adults in health-care settings”
Chapter 23 “End-of-life-care”
Chapter 22 “Pain management and palliative care”
Chapter 12 “Developing a shared understanding: When medical patients use complementary and alternative approaches”

McCoyd, Kerson & Associates
Chapter 22 “The future of end-of-life care: As Palliative care gains momentum, what is the future of hospice?”

Electronic Library Reserve


Supplemental
[*see various links to documents and the report release video link]

http://news.rutgers.edu/feature/alzheimers-and-dementia-caregivers-find-support/20150205#.VNjSWq6fuHJ

http://www.swhpn.org/ (Social Work Hospice and Palliative Care Network)

http://www.hospicefoundation.org/ (Hospice Foundation of America)

http://www.nhdd.org/ (National Healthcare Decisions Day)

http://www.polst.org/ (National POLST)

http://www.state.nj.us/health/advancedirective/polst.shtml (New Jersey POLST)
Session 13: 4/20 Other Clinical Considerations: Compassion Fatigue

McCoyd, Kerson & Associates
Chapter 7 “Social work in a pediatric hospital: Managing a medically complex patient”

Electronic Library Reserve


Supplemental


Professional Quality of Life [http://www.proqol.org/]

The Swartz Center for Compassionate Health Care [http://www.theschwartzcenter.org/]
Date

** ASSIGNMENT DUE DATE **

Review Essay Due

~ Date:

~ Time:

~ Label: “Last NameReviewEssay”
  (e.g., SmithReviewEssay.doc)
Session 14: 4/27  Clinical Social Work Practice in Health Care: One Last Look

**Mini-Presentation Due: Review Essay highlights**

McCoyd, Kerson & Associates
Chapter 33 “Conclusion”

Electronic Library Reserve


Session 15: 5/4  Clinical Social Work Practice in Health Care: One Last Look

**Mini-Presentation Due: Review Essay highlights**

- Course wrap-up lecture
X. **Academic Integrity**

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 construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism as described in the University’s Academic Integrity Policy is as follows:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by 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 Laura Curran, at lacurran@ssw.rutgers.edu. 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. For more information regarding policies and procedures, see Rutgers Academic Integrity.

**Please note that Canvas uses Turnitin, an internet plagiarism detection service that checks student papers. Its findings may negatively affect your grade, or your enrollment in the program.**

**Honor Pledge Requirement**

It has been recommended by the Office of Student Conduct that the honor pledge below be written on all examinations and major course assignments.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: **On my honor, I have neither received nor given any unauthorized assistance on this examination. Signed by __________.** (typed name is acceptable for electronic papers)

XI. **Disability Accommodation**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines.
If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Library Research Assistance

The following Rutgers librarians are all available to meet with students in-person or by phone:

**Dr. Karen Hartmann** is the social work librarian on the New Brunswick Campus, Alexander Library: karen.hartman@rutgers.edu  p. 848-932-6104;
**Natalie Borisovets** is at Newark, Dana Library: natalieb@rutgers.edu  p. 973-353-5909;
**Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu  856-225-2830.
XII. Writing Assistance

*Fully online degree program students* have access to Smarthinking, a service sponsored by Rutgers Center for Online & Hybrid Learning & Instructional Technologies. This is an online tutoring service that allows students to schedule an appointment or drop-in (on-demand) tutoring service and writing center support. Students may also submit a question to be answered within 24 hours if immediate help is not necessary. Fully online degree students are provided **TEN hours of service**, after which you may purchase additional time. Fully online degree program students can access Smarthinking by viewing all your courses in Canvas and selecting “Online Tutoring and Writing Support” course.

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

**New Brunswick Campus**

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available. [https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching](https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching)

**Newark Campus**

The Newark writing center is available for MSW students on the Newark campus by appointment. [http://www.ncas.rutgers.edu/writingcenter](http://www.ncas.rutgers.edu/writingcenter)

**Camden Campus**

The Camden learning center provides writing assistance for MSW students on the Camden campus. [http://learn.camden.rutgers.edu/writing-assistance](http://learn.camden.rutgers.edu/writing-assistance)

**Additional Online Resources**

**APA Style**

Purdue OWL [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)


Purdue OWL Mechanics, grammar, organization [https://owl.english.purdue.edu/owl/section/1/](https://owl.english.purdue.edu/owl/section/1/)

XIII. Active Shooter Resources

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus: [http://rupd.rutgers.edu/shooter.php](http://rupd.rutgers.edu/shooter.php) **Please watch the two short videos listed under “Resources”**.

XIV. Office on Violence Prevention and Victim Assistance

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.
Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.