

19:910:516:XX
CLINICAL SOCIAL WORK: HEALTH
DAY TIME

Instructor:

Office:

Phone:

E-Mail:

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.

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.

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.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competencies 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 competencies 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 bio-psycho-social-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.

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to advance human rights and social, economic, and environmental Justice and engage in policy practice, it has been selected to part of the School of Social Work overall assessment program of the social work competencies/program level learning goals. This means that one of the course assignments, the final assignment, has been designed to assess your attainment of these competencies.

COURSE LEARNING GOALS

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

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

- 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.

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 strengths 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

***NOTE: Given periodic changes in the RU Library (RUL) electronic system and the random possibility of broken links, please note that the hyperlinks to some readings/videos in this syllabus may no longer work directly from Syllabus. You can easily type in or copy/paste e-books, journal articles, and video titles into the search box via RUL website.**

V. REQUIRED TEXTS AND READINGS

**PLEASE NOTE THAT THESE ARE EDITED VOLUMES AND ALL CHAPTERS SHOULD BE CITED BY THEIR AUTHOR'S NAME AND "IN" THESE TEXTS AS PER APA 6 (SEE EXAMPLE IN ASSIGNMENTS).*

Gehlert, S., & Browne T. A. (Eds.) (2012). *Handbook of health social work* (2nd edition). Hoboken, NJ: John Wiley & Sons, Inc.

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

McCoyd, J. L. M., Kerson, T. S., & Associates (Eds.) (2016). *Social work in health settings: practice in context* (4th edition). London & New York: Routledge.

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

**** Instructor discretion: With the exception of the above two textbooks required across all sections, instructor may use own discretion regarding additional required textbooks.**

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 Lead Teacher, Shari Munch. OR...

Course reserves can be accessed at <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>.

**** Instructor discretion: Required and supplemental readings are offered below for instructor use. Instructor may use any configuration of these readings (e.g., use all or some), and supplement with additional readings at own discretion. Suggest approximately 4-7 required readings per session. See also Munch syllabus and DVD list for other readings/videos.**

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.

****Instructor discretion: add a statement here if a course management system will be used, such as Canvas or Sakai (and replace all of the eCollege lingo, as RU no longer uses). For example:**

Canvas will be used to supplement the course. Canvas 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. Lecture outlines/handouts will be posted on eCollege by 6:00 p.m. the night before class. Students are expected to check Canvas “Announcements” frequently. Instructor will communicate only time sensitive course information via email (*Rutgers email address). The instructor cannot respond to technology questions. **Refer Canvas questions to: 1-877-361-1134; help@canvas.rutgers.edu (home page: <https://onlinelearning.rutgers.edu/canvas>).**

Please refer all questions regarding course lectures and assignments to the eCollege threaded discussion “Post a Question” (located in “Course Home”). However, if you have something specific to your situation that needs to be discussed in private, please email the instructor.

INSTRUCTOR AND STUDENT ROLES

****Instructor discretion. For example:**

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 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. 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

****Instructor discretion. For example:**

- Late assignments will be accepted only in very unusual and compelling circumstances (i.e., urgent and/or emergency events such as illness; bereavement; natural disaster) 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 assignments not arranged *in advance* will not be accepted (i.e., not read/evaluated by Professor) and 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 (unless there is a universal disruption or atypical event). Students are expected to practice good 'technology hygiene' (e.g., external back-up of work products) and access alternative technology from other sources (e.g., friend/family/library) in the event that a personal device fails (e.g., laptop/printer problems).
- Please be advised that earning a zero grade (and low F) on any one of the main paper assignments may make it mathematically challenging, if not impossible, to pass the course.
- Please be advised that waiting until the last minute to complete and/or submit an assignment (hard copy or electronic) may leave you vulnerable to technical problems, possibly resulting in a failing grade for that assignment (and possibly the course). It can

take up to approximately 15 minutes for a submitted assignment to be uploaded and time-stamped in Canvas (items are not immediately uploaded). Thus, plan to submit well before the actual time due as the instructor will use only the verified documentation/time-stamp (Eastern Time/ET) in Canvas and not the time that students say they submitted.

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. 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.

VII. GRADING

*****Instructor Discretion, generally. However, please require the Media Paper and the Review Essay. The Support Group Paper is optional. You can create your own additional assignments (Shari has ideas re: her past assignments, such as dyad presentations and mini-reflection papers). For example:***

The assignments for this course are worth a total of ___% 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 __%, will make up the course grade. ***Note: Receiving a zero (and/or very low F) in any of the larger paper assignments could mathematically result in an overall grade of F for the course.**

Assignment name..... ?? points (___%)
Assignment name ?? points (___%)
Assignment name..... ?? points (___%)

Extra Credit

On occasion, optional extra credit in-class and outside of class homework assignments may be announced. If extra credit assignments are offered, the points will be added to the **[assignment name]** 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:

<u>Grade</u>	<u>Definition</u>	<u>Numerical Equivalent</u>
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A	Excellent	92-100
B+	Very Good	87-91
B	Good	82-86
C+	Average	77-81
C	Poor	70-76
F	Unsatisfactory	0-69

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

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

*****Content/Topics are required across all sections, with a few exceptions.***

*****Instructor discretion regarding order of content.***

*****Instructor discretion regarding amount and selection of textbook chapters and electronic readings from the master syllabus. Recommend 4-7 required readings per week.***

****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: DATE

Introduction and Overview of the Course

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

Gehlert & Browne

Forward, Introduction

Chapter 1 “The conceptual underpinnings of social work in health care”

McCoyd, Kerson & Associates

Chapter 1 “Practice in context: the framework”

Electronic Library Reserve

Otis-Green, S. (2013). Health care social work. In *Encyclopedia of social work* (pp. 1-6). (20th ed.). New York, NY: National Association of Social Workers Press & Oxford University Press

Supplemental

Craig, R. W. (2007). A day in the life of a hospital social worker: Presenting our role through the personal narrative. *Qualitative Social Work*, 6, 431-446.

<http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1177/1473325007083355>

NASW Center for Workforce Studies (2006). *Assuring the sufficiency of a frontline workforce: A national study of licensed social workers. Special report: Social work services in health care settings*. NASW: Washington, DC.

Session 2: DATE

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

Abramson, J., (1993). Orienting social work employees in interdisciplinary settings: Shaping professional and organizational perspectives. *Social Work*, 38(2), 152-157.

<http://login.proxy.libraries.rutgers.edu/login?url=http://search.proquest.com.proxy.libraries.rutgers.edu/docview/215268072?accountid=13626>

Dane, B. O., & Simon, B. L. (1991). Resident guests: Social workers in host settings. *Social Work*, 36(3), 208-213. ***Please require this seminal article.**

<http://login.proxy.libraries.rutgers.edu/login?url=http://search.proquest.com.proxy.libraries.rutgers.edu/docview/215269257?accountid=13626>

Dziegielewska, 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]

Judd, R. G., & Sheffield, S. (2010). Hospital social work: Contemporary roles and professional activities. *Social Work in Health Care, 49*(9), 856-871.
<http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1080/00981389.2010.499825>

Keefe, B., Geron, S. M., & Enguidanos, S. (2009). Integrating social workers into primary care: physician and nurse perceptions of roles, benefits, and challenges. *Social Work in Health Care, 48*(6), 579-596.
<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”

Gibbons, J., & Plath, D. (2009). Single contacts with hospital social workers: The clients’ experiences. *Social Work in Health Care, 48*(8), 721-735.

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

Session 3: DATE Interdisciplinary Practice and Collaboration; Patient & Family Centered Care; Confidentiality; Documentation

Gehlert & Browne

Chapter 10 “Communication in health care”

McCoyd, Kerson & Associates

Chapter 16 Returning veterans, constrictive bronchiolitis, and Veterans’ Affairs: a WRIISC

Electronic Library Reserve

Abramson, J., & Mizrahi, T. (1996). When social workers and physicians collaborate: Positive and negative interdisciplinary experiences. *Social Work, 41*(3), 270-281.

<http://login.proxy.libraries.rutgers.edu/login?url=http://search.proquest.com.proxy.libraries.rutgers.edu/docview/215274089?accountid=13626>

Cumming, S., Fitzpatrick, E., McAuliffe, D., McKain, S., Martin, C., & Tonge, A. (2007). Raising the *Titanic*: Rescuing social work documentation from the sea of ethical risk. *Australian Social Work, 60*(2), 239-257.

<https://login.proxy.libraries.rutgers.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edselc&AN=edselc.2-52.0-34347347092&site=eds-live>

Dziegielewska, S. F. (2013). *The changing face of health care social work: Opportunities and challenges for professional practice* (3rd ed.). New York: Springer.
[Ch. 7: Documentation and record keeping in the health care setting, p. 163-194]

Lynch, S. (2014). Social workers in pediatric primary care: Communication, gender, and scope of practice. *Social Work in Health Care*, 53(2), 115-134.
<http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1080/00981389.2013.851141>

Maramaldi, P., et al. (2014). Interdisciplinary medical social work: A working taxonomy. *Social Work in Health Care*, 53(6), 532-551.
<http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1080/00981389.2014.905817>

Zimmerman, J., & Dabelko, H. I. (2007). Collaborative models of patient care: New opportunities for hospital social workers. *Social Work in Health Care*, 44(4), 33-47.
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”

Session 4: DATE

Psychosocial Aspects of Physical Illness

Gehlert & Browne

Chapter 6 “Theories of health behavior”

Chapter 9 “Social work practice and disability issues”

Chapter 11 “Religion, spirituality, and health”

Chapter 13 “Families, health, and illness”

Chapter 15 “Social work with children and adolescents with medical conditions”

McCoyd, Kerson & Associates

Chapter 19- “In-home support for Junior: a study of collaboration and own use of boundaries”

Electronic Library Reserve

Christie, D., & Wilson, C. (2005). CBT in pediatric and adolescent health settings: A review of practice-based evidence. *Pediatric Rehabilitation*, 8(4), 241-247.

<https://login.proxy.libraries.rutgers.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edselc&AN=edselc.2-52.0-22644434344&site=eds-live>

Docherty, D., & McColl, M. A. (2003). Illness stories. *Social Work in Health Care*, 37(1), 19-39.
http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1300/J010v37n01_02

Doka, K. J. (2011). Religion and spirituality: Assessment and intervention. *Journal of Social Work in End-of-Life & Palliative Care*, 7(1), 99-109.

<http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1080/15524256.2011.548049>

Supplemental

Gehlert & Browne

Chapter 7 “Community and health”

Chapter 20 “Adherence and mental health issues in chronic disease: Diabetes, heart disease, and HIV/AIDS”

Session 5: DATE

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 26 “Social work in the pediatric endocrinology and diabetes setting”

Electronic Library Reserve

A) Imparting bad news:

Baker, L. (2012, Winter). Easing the difficult situation: “We need to talk.” *National Association of Perinatal Social Workers (NAPSW) Forum*, 10-11. (Available from the Education Committee Chair at <http://www.napsw.org/>)

Billson, A., & Tyrrell, J. (2003). How to break bad news. *Current Paediatrics*, 13, 284-287.
KEEP on Reserve

Christ, G. H., & Christ, A. E. (2006). Current approaches to helping children cope with a parent’s terminal illness. *CA: A Cancer Journal for Clinicians*, 56, 197-212.

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

Kaul, R. (2001). Coordinating the death notification process: the roles of the emergency room social worker and physician following a sudden death. *Brief Treatment and Crisis Intervention*, 1(2), 101-114.

<http://login.proxy.libraries.rutgers.edu/login?url=http://portico.org/stable?au=pgg5cgjn8c7>

Fallowfield, L., & Jenkins, V. (2004). Communicating sad, bad, and difficult news in medicine. *The Lancet*, 363, 312-319.

[http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1016/S0140-6736\(03\)15392-5](http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1016/S0140-6736(03)15392-5)

Harrison, M. E., & Walling, A. (2010). What do we know about giving bad news? A review. *Clinical Pediatrics*, 49(7), 619-626.

<http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1177/0009922810361380>

B) Patient-physician relationship:

Munch, S. (2000). A qualitative analysis of physician humanism: Women's experiences with hyperemesis gravidarum. *Journal of Perinatology*, 20, 540-547.

<http://www.nature.com.proxy.libraries.rutgers.edu/jp/journal/v20/n8/abs/7200464a.html>

C) Gender-bias:

Munch, S. (2004). Gender-biased diagnosing of women's medical complaints: Contributions of feminist thought, 1970-1995. *Women and Health*, 40(1), 101-121.

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 & 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 14- Woman to Woman: a hospital based support program for women with gynecologic cancer and their families

Chapter 31- "Community-based health and social services for Bhutanese refugees"

McCoyd, L. M., Akincigil, A., & Paek, E. K. (2010). Pediatric disability and caregiver separation. *Journal of Family Social Work*, 13(3), 251-268.

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

Goodman, R. F. (2007). Living beyond the crisis of childhood cancer. In N.B. Webb (Ed.), *Play therapy with children in crisis* (3rd ed.) (pp. 197-227). New York: The Guilford Press. [Ch. 10]

Session 6: DATE Impact of Physical Illness on Patients and Families: Special Topics

****Instructor discretion regarding special topic. One example:**

- Siblings
- Use of Experiential Modalities and Group Support

McCoyd, Kerson & Associates

Chapter 7- "SW in a pediatric hospital: managing a medically complex patient"

Electronic Library Reserve

Keast, K. (2012). A toolkit for single-session groups in acute care settings. *Social Work in Health Care*, 51(8), 710-724. doi: 10.1080/00981389.2012.699024

<http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1080/00981389.2012.699024>

Levick, J., Quinn, M., Holder, A., Nyberg, A., Beaumont, E., & Munch, S. (2010). Support for siblings of NICU patients: An interdisciplinary approach. *Social Work in Health Care*, 49(10), 919-933.

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

Munch, S., & Levick, J. (2001). "I'm Special, Too": Promoting sibling adjustment in the neonatal intensive care unit. *Health & Social Work*, 26(1), 58-64.

<http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1093/hsw/26.1.58>

Webb, N. B. (2010). The child and death. In N. B. Webb (Ed.), *Helping bereaved children: A handbook for practitioners* (3rd Ed.) (pp. 3-21). New York: The Guilford Press. [Ch. 1]

Webb, N. B. (2010). Assessment of the bereaved child. In N. B. Webb (Ed.), *Helping bereaved children: A handbook for practitioners* (3rd Ed.) (pp. 22-47). New York: The Guilford Press. [Ch. 2]

Supplemental

Levick, J., Quinn, M., & Vennema, C. (2014). NICU parent-to-parent partnerships: A comprehensive approach. *Neonatal Network: The Journal of Neonatal Nursing*, 33(2), 66-73.

<http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1891/0730-0832.33.2.66>

Session 7: DATE

Crisis Intervention: Assessment and Intervention

McCoyd, Kerson & Associates

Chapter 3 "Barriers for a mentally ill mother's adoption plan"

Electronic Library Reserve

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Session 8: DATE 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 29- “Following her lead: a measured approach to working with homeless adults

Electronic Library Reserve

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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 9: DATE

Death, Dying and Bereavement: An Overview

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

Electronic Library Reserve

Chapple, A., & Ziebland, S. (2010). Viewing the body after bereavement due to a traumatic death: Qualitative study in the UK. *BMJ: British Medical Journal, 340*, c2032.

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Chapter 2: "A Perspective on Loss, Grief, and Mourning" pp. 19-77;

Chapter 6: "Clinical Assessment of Grief and Mourning" pp. 243-266.

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

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Session 10: DATE

Crisis Intervention; Death, Dying and Bereavement: Special Topics

Perinatal perspectives:

- Intimate partner violence
- Perinatal loss

McCoyd, Kerson & Associates

Chapter 5 “Fetal Surgery”

Chapter 25 “Screening for perinatal depression in an inner-city prenatal setting”

Electronic Library Reserve

Alhusen, J. L., Ray, E., Sharps, P., & Bullock, L. (2015). Intimate partner violence during pregnancy: Maternal and neonatal outcomes. *Journal of Women’s Health*, 24(1), 100-106.

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Damskey, M. D. (1997). No one really died here. In K. M. Mahmoudi & B. W. Parlin (Eds.), *Sociological inquiry: A humanistic perspective* (6th Ed.) (pp. 115-126). Dubuque, Iowa: Kendall/Hunt.

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Kerson & McCoyd: Chapter 2 “Fetal surgery: A new setting for social work intervention”

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<http://www.iom.edu/Reports/2013/Confronting-Commercial-Sexual-Exploitation-and-Sex-Trafficking-of-Minors-in-the-United-States.aspx>

Session 11: DATE

Biomedical Ethics; Ethics Committees

Gehlert & Browne

Chapter 3 “Ethics and social work in health care”

McCoyd, Kerson & Associates

Chapter 9- “Genetic testing following a pediatric cancer diagnosis: a role for direct practice social workers in helping families with Li-Fraumeni syndrome”

Chapter 17- “Work with undocumented immigrants when serious illness intersects with no insurance”

Electronic Library Reserve

Csikai, E. (1998). The emerging social work role on hospital ethics committees: A comparison of social worker and chair perspectives. *Social Work*, 43(3), 233-242.

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Session 12: DATE 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

Bell, S. A., Bern-Klug, M., Kramer, K. W. O., & Saunders, J. B. (2010). Most nursing home social service directors lack training in working with lesbian, gay, and bisexual residents. *Social Work in Health Care*, 49(9), 814-831.

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

<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: DATE Other Clinical Considerations: Compassion Fatigue

Electronic Library Reserve

Badger, K., Royse, D., & Craig, C. (2008). Hospital social workers and indirect trauma exposure: an exploratory study of contributing factors. *Health and Social Work*, 33(1), 63-71.

<http://login.proxy.libraries.rutgers.edu/login?url=http://search.proquest.com.proxy.libraries.rutgers.edu/docview/210555734?accountid=13626>

Figley, C. (Ed.) (1995). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized*. Bristol, PA: Brunner Mazel.

Chapter 1: Figley, C. "Compassion Fatigue as Secondary Traumatic Stress Disorder: An Overview" pp. 1-20.

Chapter 2: Valent, P. "Survival Strategies: A Framework for Understanding Secondary Traumatic Stress and Coping in Helpers" pp. 21-50.

Chapter 9: Yassen, J. "Preventing Secondary Traumatic Stress Disorder" pp. 178-208.

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Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *Social Work*, 52(1), 63-70.

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Session 14: DATE

****Instructor discretion**

McCoyd, Kerson & Associates

Chapter 13- The social worker on the genetic counseling team: a new role in social work oncology”

Chapter 12- “The role of the social worker in transgender health care”

Chapter 18- An integrated health care approach to promote smoking cessation for persons with serious mental illness

Chapter 30- “Pediatric public health: educating professionals and communities about children’s health and environmental exposures”

Electronic Library Reserve

Gregorian, C. (2005). A career in hospital social work: Do you have what it takes? *Social Work in Health Care*, 40(3), 1-14.

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Session 15: DATE

Last Class **Instructor discretion

McCoyd, Kerson & Associates

Chapter 33- “Conclusion”

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>

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment. <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>

Additional Online Resources

APA Style

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>

APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

Purdue OWL Mechanics, grammar, organization <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> *****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.