

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

**Chronic Illness and Disability  
Fall 2022**

Course: 19:910:562 Chronic Illness and Disability

Time:

Location:

Instructor:

Office hours:

Telephone:

Email:

**I. Catalog Course Description**

This course examines chronic illnesses and disability among adults, focusing on the medical and psychosocial aspects of various mental and physical health conditions. This course aims to foster understanding of how social workers work with clients with chronic illness and disability, as well as their significant others, within healthcare and community systems. This course also reviews relevant policies and welfare system components intended to support those with chronic illness and disability.

**II. Course Overview**

The primary aim of this course is to offer students an opportunity to explore the continuum of chronic illness and disability (CID) within adulthood. CID will be addressed from its theoretical underpinnings drawing from medical, psychosocial, and political schemas and how the various underpinning can interact for the individual, the family, the community, and the society-at-large. Attention is also given to preparing social workers to work within interdisciplinary teams to promote sensitivity and understanding of the field of CID in its broadest sense for more effective service with individuals with disabilities and their family members. An emphasis is placed on psychosocial assessment, navigation of the healthcare system, including understanding of disparities within the system, and the effective use of resources in service of the client and his or her support system.

**III. Place of Course in Program**

This is an elective course.

#### **IV. 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). Students are welcome to review CSWE's accreditation standards 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. 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 3: Advance Human Rights and Social, Economic, and Environmental Justice** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

#### **V. Course Level 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:

1. Examine key chronic illnesses and disabilities (CID) in adulthood and how they impact clients and their significant others.
2. Recognize how definitions of CID and theories of CID development influence individuals' and professionals' approaches to managing CID.
3. Conceptualize social workers' contributions within interdisciplinary teams

- around CID, which may include clients and their significant others.
4. Develop an understanding of psychosocial and risk assessment—as well as health promotion—in working with those with CID.
  5. Acquire knowledge about, and understand key policies regarding, aspects of the health care services to assist clients with navigating systems and to advance social justice perspectives.
  6. Develop a knowledge base of health care related resources to assist social workers in working more effectively with clients with CID.

## **VI. 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

## **VI. Required Texts and Readings**

Marini, I. & Stebnicki, M. (2018). *The Psychological and Social Impact of Illness and Disability*. 7<sup>th</sup> ed. New York: NY: Springer Publishing Company.  
(Note: The 6<sup>th</sup> will NOT work, there has been a lot of updating)

American Psychological Association. (2019) *Publication Manual of the American Psychological Association*, Seventh Edition. Washington, D.C.: APA. (As per other courses)

## **VII. Course Requirements**

Students are expected to be **active** learners and collaborators. Students are expected to contribute knowledge and observations to discussions. Regular class attendance with active participation is expected. When students participate actively in class discussions learning is enhanced. It is important that reading assignments be completed prior to each session. Please take responsibility for seeking clarification of difficult material encountered in the text, readings, and lectures. At the end of each class session, readings for the subsequent class will be assigned.

All written work **must** be typed. Late assignments will **not** be accepted, unless the student has made arrangements prior to the assignment due date. The professor reserves the right to reduce the letter grade for late assignments. All written assignments **must**

follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not conform to APA format.

## **VII. Methods of Evaluation**

Assignments include the creation and presentation of **an infographic, a mid-term exam, a final paper (a psychosocial assessment), and attendance at an interprofessional health education event.** Paper topics require approval of the Course Instructor. Further details about assignments will be given in class. Course discussion is the basis of the online course, this is required. Online students please consult course modules.

<https://visme.co/blog/how-to-write-an-infographic/>

**\*\*Students must attend one IPE event:**

<http://oipp.rbhs.rutgers.edu/calendars/>

This is the calendar for the IPE event. More information will be provided at the beginning of class. The events are held on Newark and New Brunswick campuses throughout the year. Your instructor will receive an e-mail from Janice Svizeny at [jsvizeny@ssw.rutgers.edu](mailto:jsvizeny@ssw.rutgers.edu) with instructors on how to register for an event. You can respond to the link in the e-mail to indicate your interest.

It is very important that if you sign up, you MUST show up. You are representing not only yourself, but also the School of Social Work. The other disciplines really enjoy the opportunity to interact with and learn from the social work students.

With permission from your instructor, you may opt to watch the Interprofessional Education video: <https://oipp.rbhs.rutgers.edu/curricular-materials/>

All students are required to write up a one page reflection paper on the IPE experience answering:

1. What was the greatest learning experience for you from the event?
2. What will you use in your future social work practice?

The paper is due to your instructor within one week of attending the IPE event.

## **Grading Standards**

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

Grade cut-offs for all courses offered by the Rutgers Graduate School of Social Work (MSW) as follows:

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

\*Scores to be rounded up at .5

### **VIII. Course Attendance and Participation Policies**

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. For students not in the online program, more than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions. In addition, students are expected to take leadership roles in class discussions and exercises.

### **IX. Diversity and Inclusion Statement**

RU SSW seeks to create an inclusive learning environment where diversity, individual differences and identities (including but not limited to race, gender-identity and expression, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

### **X. Reaching Out and Student Success and Well-Being**

Graduate School is challenging no matter what and this has been a particularly challenging

time period for all of us. My goal is to support your success in the classroom despite these challenges. If you are struggling academically or if you have other concerns, please reach out to me and communicate your concerns. I am here to help you with course content and I can refer you to other academic support and/or resources to support your well-being as necessary. Please remember that the [Office of Student Affairs](#) and your advisor are also here to help facilitate your success in our program as well. A variety of resources can be found on including supports around behavioral health/counseling, sexual violence and misconduct diversity and inclusion and bias reporting by campus at <https://socialwork.rutgers.edu/current-students/office-student-affairs>.

## **XI. Course Evaluation**

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

### **Resources and Important Links:**

- [National Institute of Mental Health](#)
- [National Institute on Alcohol Abuse and Alcoholism](#)
- [National Institute on Drug Abuse \(NIDA\)](#)
- [National Mental Health Association](#)
- [Substance Abuse and Mental Health Services Administration](#)

## **SCHOOL'S MISSION STATEMENT**

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.

## **WRITING ASSISTANCE**

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 (NB, 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.

Contact: <https://rlc.rutgers.edu/student-services/writing-tutoring>

#### *Newark Campus Only*

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

<http://www.ncas.rutgers.edu/writingcenter>

### **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.

### **XII. 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, 7<sup>th</sup> edition.

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 footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in 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 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 cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

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 Patricia Findley at [pfindley@ssw.rutgers.edu](mailto:pfindley@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 the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

### **XIII. 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' 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>.

#### **XIV. Other Resources**

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.

#### **XV. Course Outline**

A variety of methods are used including lectures, discussions, exercise, assignments, readings, and videos. Readings marked with an asterisk "\*" are available electronically through the library reserve system and are required.

##### **Course Outline**

A variety of methods are used including lectures, discussions, exercises and assignments, readings, videos.

#### **I. INTRODUCTORY CONCEPTS**

##### **Week 1: Overview/ History of Chronic Illness**

At the end of this unit, the student will be able to:

1. Define chronic illness.
2. Outline how chronic illness evolved over time.
3. Identify key chronic illnesses present today.

##### **Required Readings:**

1. Marini & Stebnicki- Chapter 1: History of Treatment toward Persons with Disabilities in America.
2. Marini & Stebnicki- Chapter 2: On the Origins of Negative Attitudes toward People with Disabilities.

3. Marini & Stebnicki- Chapter 3: History of Treatment toward Persons with Psychiatric Disabilities.
4. Lubkin, I., & Larsen, P. Chronic Illness Impact and Interventions, Chapter 1: Chronicity.

### *Supplemental Reading*

Egen, O., Beatty, K., Blackley, D. J., Brown, K., & Wykoff, R. (2017). Health and Social Conditions of the Poorest Versus Wealthiest Counties in the United States. *American Journal of Public Health, 107*(1), 130-135.

**Required Video:** (While it may seem older, the study is very well done.)

The State of US Health, 1990-2010: Burden of Diseases, Injuries, and Risk Factors  
<https://edhub.ama-assn.org/jn-learning/video-player/5855381>

## **Week 2: Theoretical Models of Chronic Illness and Disability**

At the end of this unit, the student will be able to:

1. Identify theories of CID and management
2. Explain theories of disability.
3. Describe the continuum of chronic illness and disability.
4. Describe how a social worker can use the ecosystems perspective to facilitate the care of a client with CID.

### **Required Readings:**

1. Marini & Stebnicki- Chapter 4: Models of Disability: Implications for the Counseling Profession.
2. Marini & Stebnicki- Chapter 23: Classifying Functioning, Disability, and Health: The ICF
3. Findley, P. (2014). Social work practice in the Chronic Care Model: Chronic illness and disability care. *Journal of Social Work, 1* (1) 83-95.
4. Jones, N. P., Sage, M., & Hitchcock, L. (2019). Infographics as an assignment to build digital skills in the social work classroom. *Journal of Technology in Human Services, 37*(2-3), 203-225 **and** <https://visme.co/blog/how-to-write-an-infographic/> (Required for Infographic Assignment)

### **Videos to watch:**

People-First Language

<https://www.youtube.com/watch?v=QQ0pKPxyHs>

In Search of the Man who Broke my Neck

[https://www.ted.com/talks/joshua\\_prager\\_in\\_search\\_for\\_the\\_man\\_who\\_broke\\_my\\_neck](https://www.ted.com/talks/joshua_prager_in_search_for_the_man_who_broke_my_neck)

Disability Etiquette

<https://www.youtube.com/watch?v=ImICLUig7AM>

### **Week 3: Gender, Cultural and Spiritual Issues**

At the end of this unit, the student will be able to:

1. Cite examples of societal reactions (positive and negative) to those with CID and disabilities.
2. Illustrate how to use “person-first” language and why we use it.
3. Analyze the role of spirituality in perceptions and experiences of those with CID and disability.
4. Demonstrate knowledge of the cultural issues that need to be considered when working with individuals with CID.

#### **Required Readings:**

1. Marini & Stebnicki- Chapter 10: Culture, Family, and Attitudes Toward Disability
2. Marini & Stebnicki- Chapter 20: Religion and Disability: Clinical, Research, and Training Considerations for Rehabilitation Professionals

#### *Supplemental Readings:*

3. Jones, K., Simpson, G. K., Briggs, L., & Dorsett, P. (2016). Does spirituality facilitate adjustment and resilience among individuals and families after SCI?. *Disability and Rehabilitation*, 38(10), 921-935.
4. Dunn, D. S., & Andrews, E. E. (2015). Person-first and identity-first language: Developing psychologists’ cultural competence using disability language. *American Psychologist*, 70(3), 255-264.

#### **Video to Watch**

Disability and Spirituality Recovery Wholeness

<https://www.youtube.com/watch?v=krCDzGyVj0k>

### **Week 4: Function and Risk Assessment**

At the end of this unit, the student will be able to:

1. Explain the role of functional assessment in the care of individuals with CID and disabilities.
2. Relate how physical health can impact mental health, and vice versa.

3. Describe quality of life instruments and how to use them with individuals with CID and disabilities.
4. Define the components of a psychosocial assessment.

**Required Readings:**

1. Marini & Stebnicki- Chapter 11: Quality of Life and Psychosocial Adaptation to Chronic Illness and Acquired Disability: A Temporal Perspective
2. Altman, B. M. (2014). Definitions, concepts, and measures of disability. *Annals of epidemiology*, 24(1), 2-7.
2. Functional Status Questionnaire (just click on this link)

<https://geriatrictoolkit.missouri.edu/funct/FSQ.pdf>

**II. OVERVIEW OF CHRONIC ILLNESS AND DISABILITY  
MEDICAL AND PSYCHOSOCIAL ISSUES**

**Week 5: Chronic Illnesses (Medical and Psychosocial Issues)**

At the end of this unit, the student will be able to:

1. Characterize the impairments and differences in function that are associated with key CID.
2. Identify the critical medical and psychosocial issues related to key CID.
3. Explain related medical terminology.
4. Give examples of some of the important aspects of communication in working with clients in health care settings.

**Required Readings:**

1. The importance of communication:  
<https://www.hhs1.com/the-importance-of-communication-in-healthcare/>
2. Medical terminology  
<http://quizly.co/can-you-pass-a-basic-medical-terminology-course/>
3. Benefits of Interprofessional Collaboration in Health carer  
<https://tigerconnect.com/blog/5-benefits-of-interprofessional-collaboration-in-healthcare/#:~:text=What%20Is%20Interprofessional%20Collaboration%20in,the%20highest%20quality%20of%20care.%E2%80%9D>

Video

Ted Talk: My Father Locked in His Body but Soaring Free

[https://www.ted.com/talks/kitra\\_cahana\\_my\\_father\\_locked\\_in\\_his\\_body\\_but\\_soaring\\_free](https://www.ted.com/talks/kitra_cahana_my_father_locked_in_his_body_but_soaring_free)

## **Week 6: Response and Adaptation to Chronic Illness and Disability**

At the end of this unit, the student will be able to:

1. Describe the functional aspects of key of physical, cognitive, and sensory impairments.
2. Analyze the role of adaptation and response to illness and disability and how that impacts rehabilitation.
3. Determine ways that having a CID may change patterns of parenting styles.

### **Required Readings:**

1. Marini & Stebnicki - Chapter 6: Psychological Adaptation to Chronic Illness and Disability: A Primer for Counselors
2. Marini & Stebnick - 12.Family Adaptation Across Cultures Toward a Loved One Who Is Disabled
3. Marini & Stebnick - Chapter 13.Giving Parents a Voice: A Qualitative Study of the Challenges Experienced by Parents of Children With Disabilities
4. Marini & Stebnicki- Chapter 25: Obesity as a Disability: Medical, Psychosocial, and Vocational Implications
5. McCann, E., Lee, R., & Brown, M. (2016). The experiences and support needs of people with intellectual disabilities who identify as LGBT: a review of the literature. *Research in Developmental Disabilities, 57*, 39-53.

### **Video:**

My 12 Pairs of Legs (Aimee Mullins) (Video)

[https://www.ted.com/talks/aimee\\_mullins\\_prosthetic\\_aesthetics](https://www.ted.com/talks/aimee_mullins_prosthetic_aesthetics)

## **Week 7: Health Care, Insurance, and Clinical Practice Guidelines**

At the end of this unit, the student will be able to:

1. Explain the various levels of care in the US healthcare system
2. Discuss the barriers to care for individuals with CID
3. Describe and discuss the use of clinical practice guidelines.
4. Explain the various forms of health insurance including the Affordable Care Act, Medicare, Medicaid, and private insurance

### **Required Readings:**

1. Feuerstein, M. & Findley, P. (2006). *The cancer survivor's guide: The essential handbook to life after cancer*. NY: Marlowe & Co.
  1. Chapter 1: Step 1 Make the Healthcare System Work for You
  2. Chapter 2: Step 2 Become a Savvy Survivor
  3. Chapter 4: Step 4 Form a Strong Support Team
2. Darnell, J.S. (2013). Navigators and Assisters: Two Case Management Roles for Social Workers in the Affordable Care Act. *Health & Social Work, 38*(2), 123-126.
3. Chen, J., Vargas-Bustamante, A., Mortensen, K., & Ortega, A. N. (2016). Racial and Ethnic Disparities in Health Care Access and Utilization under the Affordable Care Act. *Medical Care, 54*(2), 140-6.

### **Videos:**

ACA and AHCA: Don Berwick Breaks It Down

<https://www.youtube.com/watch?v=KoTOzNRw8bg>

### **Primer on Clinical Practice Guidelines**

<https://www.youtube.com/watch?v=GaON-xdRycs>

### **Week 8: Midterm**

#### **In Class**

### **Week 9: Interpersonal Violence and Cognitive Impairments**

At the end of this unit, the student will be able to:

1. Identify issues related to interpersonal violence in the lives of individuals with CID.
2. Illustrate ways cognitive impairment can impact daily functioning.
3. Analyze how cognitive impairments complicate the lives with CID as an additional burden to physical impairments

### **Required Readings:**

1. Marini & Stebnicki- Chapter 21: Rehabilitation Professionals and Abuse of Women Consumers
2. Chang, J. C., Martin, S.L., Moracco, K.E., Dulli, L., Scandlin, D., Loucks-Sorrel, M., Turner, T., Starsoneck, L., Dorian, P.N., & Bou-Saada, I. (2003). Helping women with disabilities and domestic violence: strategies, limitations, and challenges of domestic violence programs and services. *Journal of Women's Health, 12* (7), 699-708.

3. Miller, L. M., Whitlatch, C. J., & Lyons, K. S. (2016). Shared decision-making in dementia: a review of patient and family carer involvement. *Dementia, 15*(5), 1141-1157.
4. Heine, C., & Browning, C. J. (2014). Mental health and dual sensory loss in older adults: a systematic review. *Frontiers in Aging Neuroscience, 6*, 83.

**Video:** Violence against Women with Disabilities

<https://www.youtube.com/watch?v=EovgP4YXjL8>

### **Week 10: Co-Occurring Mental and Physical Health Conditions**

At the end of this unit, the student will be able to:

1. Illustrate the role substance abuse and other comorbidities as additional burdens play in the lives of individuals with CID.
2. Identify how the role of military culture impacts social work with veterans.
3. Discuss how co-occurring disorders may impact special populations such as veterans.

#### **Required Readings:**

1. Marini & Stebnicki- Chapter 17: Substance use and Substance Use Disorders
2. Lister, J.J., Greenwald, M.K., & Ledgerwood, D.M. (2017). Baseline risk factors for drug use among African-American patients during first-month induction/stabilization on methadone. *Journal of Substance Abuse Treatment, 78*, 15-21. <http://dx.doi.org/10.1016/j.jsat.2017.04.007>
3. Lister, J.J., Milosevic, A., & Ledgerwood, D.M. (2015). Psychological characteristics of problem gamblers with and without mood disorder. *Canadian Journal of Psychiatry, 60*(8), 369-376. <http://dx.doi.org/10.1177/070674371506000806>
4. Daley, J.G. (2010) Military social work practice in mental health programs, in *Social Work Practice in the Military*, NY, NY: Routledge.
5. Hall, L.K. (2012) The importance of understanding military culture. In *Advance in Social Work Practice with the Military*. NY, NY: Routledge.
6. Horevitz, E., & Manoleas, P. (2013). Professional competencies and training needs of professional social workers in integrated behavioral health in primary care. *Social Work in Health Care, 52*(8), 752-787.

### **III. SOCIAL JUSTICE, CHRONIC ILLNESS AND DISABILITY**

## **Week 11: Accommodations and the Americans with Disabilities Act, Sexuality in those with Chronic Illness and Disability**

At the end of this unit, the student will be able to:

1. List the rights people with disabilities have under the ADA.
2. Illustrate the role of accommodations outlined in the ADA for those with chronic illness and disabilities.
3. Define assistive technology and its use for people with CID.
4. Summarize how some of the sexual concerns of individuals with CID.
5. Identify some of the myths associated with sexuality for individuals with spinal cord injury and other types of disabilities.

### **Required Readings:**

1. Marini & Stebnicki-Chapter 9: Beyond the Binary: Rethinking the Social Model of Disabled Sexuality
2. Marini & Stebnicki- Chapter 19: Users of Assistive Technology: The Human Component
3. Durlak, P. R. (2017). Disability at work: Understanding the impact of the ADA on the workplace. *Sociology Compass*, 11(5) 1-10.
4. Agree, E. M. (2014). The potential for technology to enhance independence for those aging with a disability. *Disability and Health Journal*, 7(1), S33-S39.

### **Video:**

Every body: glamour, dateability, sexuality & disability | Dr. Danielle Sheypuk  
<https://youtu.be/7PwvGfs6Pok>

*Supplemental:*

Physical disability and sexuality

<https://www.betterhealth.vic.gov.au/health/ServicesAndSupport/disability-and-sexuality>

## **Week 12: Social Determinants of Health Care**

At the end of this unit, the student will be able to:

1. Identify ways to locate resources to educate social workers on specific types of CID.
2. Explain how social determinants of health can impact individuals with CID.
3. Compare how health promotion for individuals with CID is different than for those without CID.

### **Required Readings:**

1. Marini & Stebnicki- Chapter 8: Psychosocial Disparities Faced by Women With Physical Disabilities

2. Findley, P., Sambamoorthi, U. (2009). Preventive health services and lifestyle practices in cancer survivors: A population health investigation. *Journal of Cancer Survivorship*, 3, 43-58.

3. Smith-Osborne, A., & Selby, A. (2010). Implications of the literature on equine-assisted activities for use as a complementary intervention in social work practice with children and adolescents. *Child and Adolescent Social Work Journal*, 27(4), 291-307.

**Video:**

[https://www.ted.com/talks/thomas\\_ward\\_the\\_social\\_determinants\\_of\\_health](https://www.ted.com/talks/thomas_ward_the_social_determinants_of_health)

Lecture on Social Determinants of Health

<https://www.youtube.com/watch?v=8PH4JYff4Ns>

*Supplemental:*

Braveman, P., Egerter, S., & Williams, D. R. (2011). The social determinants of health: coming of age. *Annual Review of Public Health*, 32, 381-398.

**Week 13: Role of Chronic Pain, Cancer as a Chronic Illness**

At the end of this unit, the student will be able to:

1. Explain the role of chronic pain in the lives of some individuals with CID.
2. Describe how cancer can be a chronic illness.
3. List barriers to care for individuals with cancer.
4. Explain how childhood cancer treatment can impact life-long societal integration.

**Required Readings:**

1. Gatchel, R. J., McGeary, D. D., McGeary, C. A., & Lippe, B. (2014). Interdisciplinary chronic pain management: past, present, and future. *American Psychologist*, 69(2), 119.
2. Lee, C., Crawford, C., & Hickey, A. (2014). Mind–body therapies for the self-management of chronic pain symptoms. *Pain Medicine*, 15(S1), S21-S39.
3. Burg, M. A., Zebrack, B., Walsh, K., Maramaldi, P., Lim, J. W., Smolinski, K. M., & Lawson, K. (2010). Barriers to accessing quality health care for cancer patients: a survey of members of the association of oncology social work. *Social Work in Health Care*, 49(1), 38-52.

*Supplemental*

2. The Mystery Chronic Pain (video)

[https://www.ted.com/talks/elliot\\_krane\\_the\\_mystery\\_of\\_chronic\\_pain](https://www.ted.com/talks/elliot_krane_the_mystery_of_chronic_pain)

**IV. SPECIAL TOPICS**

**Week 14: Aging and Terminal Illness in Chronic Illness and Disability**

At the end of this unit, the student will be able to:

1. Identify ways social workers can support successful aging with a CID.
2. Describe the impairments that come with aging for anyone, the compare with those aging with a CID.
3. Compare aging theories and how that would be applied to individuals with CID.
4. Identify the issues related to assisted suicide that social workers need to consider when working with clients and the client system.

**Required Readings:**

1. Marini & Stebnicki- Chapter 14: Psychosocial Counseling Aspects of Grief, Death, and Dying
2. The Young Elderly, Ages 60-75 and the Old Elderly, Ages 75 to Death (Chapter 15) in Smart., J. (2012) Disability Across the Developmental Life Span NY: Springer Publishing Company.
3. Katz, J., & Mitsumoto, H. (2016). ALS and physician-assisted suicide. *Neurology*, 87(11), 1072-1073.

*Supplemental:*

Multiple Chronic Conditions: A Day in the Life

<https://www.youtube.com/watch?v=XIG1ZQFXTvs>

**Week 14-15 Presentation of Psychosocial Assessments and Course Wrap Up**

Assignment: Students are to present their psychosocial assessments