

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

**Chronic Illness and Disability OL**

Term:  
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. It aims to foster an understanding of how social workers collaborate with clients with chronic illness and disability, as well as their significant others, within healthcare and community systems. The 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 underpinnings can interact with the individual, family, community, and society. Attention is also given to preparing social workers to work within interdisciplinary teams to broadly promote sensitivity and understanding of CID for more effective service to individuals with disabilities and their family members. An emphasis is placed on psychosocial assessment and navigation of the healthcare system, including understanding disparities within the system and the effective use of resources in service of the client and his or her support system.

As students read through this syllabus, they should also remember to **closely review the School-Wide Syllabus** in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

**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). 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 2022 CSWE competencies within its curriculum. The competencies assessed in this course include:

##### **Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person, regardless of societal position, has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community levels; and
- b. engages in practices that advance human rights to promote social, racial, economic, and environmental justice.

[Explore the entire set of 2022 CSWE competencies.](#)

#### **V. Course Learning Goals**

Course-level learning goals primarily relate to the competencies/program-level learning goals, as the course addresses policy analysis skills and competencies, 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 critical chronic illnesses and disabilities (CID) in adulthood and how they affect 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—when working with people with CID.
5. Acquire knowledge about and understand key policies regarding aspects of the health care service to assist clients with navigating systems and to advance social justice perspectives.
6. Develop a knowledge base of healthcare-related resources to assist social workers in working more effectively with clients with CID.

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

- Marini, I., Fleming, A., & Bishop, M.(2023). *The Psychological and Social Impact of Chronic Illness and Disability*. 8<sup>th</sup> ed. New York: NY: Springer Publishing Company.

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

Other required readings (separate from the textbook) are available through the Rutgers University Library “Reading List” integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar on the left-hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow each module's syllabus and Canvas Readings and Resources page for more specific readings and resources necessary for each week (including textbook/media).

For further instructions, [please click here for a video tutorial](#).

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

Students are expected to be **active** learners and collaborators. They are expected to contribute knowledge and observations to discussions. Regular class attendance with active participation is expected. When students take part 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 in the text, readings, and lectures. At the end of each class session, readings for the next class will be assigned.

### **Attendance**

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) programs, intensive weekend programs (IWP), and asynchronous online programs.

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

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 before each session. Please take responsibility for seeking clarification of complex material encountered in the text, readings, and lectures. At the end of each class session, readings for the subsequent class will be assigned.

### **Late Work**

**Late assignments will not be accepted** unless the student has made arrangements before the assignment due date. The instructor reserves the right to reduce the letter grade for late assignments.

### **Methods of Evaluation**

Assignments include creating and presenting a **disability infographic, an interview with an alternative practitioner, a mid-term exam, a final paper (an interview and psychosocial assessment), and attendance at an interprofessional health education event**. Paper topics require the 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 needed. Online students, please consult course modules.

All written work **must** be typed. Late assignments will **not** be accepted unless the student has planned before 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.

### **VIII. Grading**

(For Online students: Please refer to your course modules for grading)

All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format.

#### **Grades will be weighted as follows:**

Disability fact sheet: 20% (includes presentation)

Mid-term exam: 20%

Final paper 20%

Class participation (including two interviews): 30%

10% for attendance & reflection Journal at an interprofessional health education event (IPE)\*

As noted on Canvas, assignments are due in class on the required date.

The three primary assignments are graded on a scale according to the rubric provided on their assignment pages.

Class participation encompasses all of the assignments. If they are turned in late, they are automatic fail.

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

**Please visit your Canvas course shell for more instructions and the calendar of IPE events.**

More information will be provided at the beginning of class. Virtual IPE events are held throughout the year. Please refer to your Canvas course shell for more information. Your instructor will also share more details at the start of the course.

When you sign up, you must show up. You are standing for yourself and the School of Social Work. The other disciplines really enjoy the opportunity to interact with and learn from the social work students.

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

1. What was your most significant learning experience 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.**

## **IX. Course Outline**

Various methods are used, including lectures, discussions, exercises and assignments, readings, and 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.
3. Identify critical chronic illnesses present today.

**Required Readings:**

1. Marini, Fleming & Bishop - Chapter 1: History of Treatment Toward Persons with Disabilities in America and Abroad.
2. Marini, Fleming & Bishop—Chapter 2: Societal Attitudes and Myths About Disability: Improving Social Consciousness.
3. Marini, Fleming & Bishop - Chapter 3: 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, Fleming & Bishop - Chapter 4: Disability Identity and Culture.
2. Marini, Fleming & Bishop -Chapter 11: Ableist Microaggressions
3. Marini, Fleming & Bishop - Chapter 23: Chapter 23: Users of Assistive Technology: The Human Component
4. Findley, P. (2014). Social work practice in the Chronic Care Model: Chronic illness and disability care. *Journal of Social Work, 1* (1) 83-95.
5. Jones, N. P., Sage, M., & Hitchcock, L. (2019). Infographics are an assignment to build digital skills in the social work classroom. *Journal of Technology in Human Services, 37*(2-3), 203-225.

### **Supplemental Videos to watch:**

People-First Language <https://www.youtube.com/watch?v=lz40q5lydnQ>

Language Matters:

<https://youtu.be/cb0lHTvAJwU?si=c6jTLNrh9injYEGOLinks to an external site.>

Not Acceptable R-Word PSA [https://www.youtube.com/watch?v=T549VoLca\\_Q](https://www.youtube.com/watch?v=T549VoLca_Q)

How to use Inclusive language for Neurodiversity <https://www.youtube.com/watch?v=-96Gd6R6T8c>

Disability Sensitivity Training Video <https://www.youtube.com/watch?v=Gv1aDEFIXq8>

### **Week 3: Use of Language, 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” and “ Identity-first “ language and why we use it.
3. Analyze the role of spirituality in the beliefs and experiences of those with CID and disability.
4. Demonstrate knowledge of the cultural issues that must be considered when collaborating with individuals with CID.

### **Required Readings:**

1. Marini, Fleming & Bishop - Chapter 13: Family Adaptation Across Cultures Toward Loved Ones with Disability
2. Marini, Fleming & Bishop - Chapter 24: Religion and Disability

### *Supplemental Readings:*

1. 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.
2. 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.

## Videos to Watch

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)

Disability and Spirituality Recovery Wholeness

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

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

Identity- First language. <https://autisticadvocacy.org/about-asan/identity-first-language/>Links to an external site.

Identity-First Language vs. People-First Language:

It was posted on April 13, 2023: <https://disabilityrightstx.org/en/2023/04/13/identity-first-language-vs-people-first-language/>Links to an external site.

I'm Not Your Inspiration: Thank you very much

[https://www.ted.com/talks/stella\\_young\\_i\\_m\\_not\\_your\\_inspiration\\_thank\\_you\\_very\\_much/transcript?subtitle=en&trigger=15s](https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much/transcript?subtitle=en&trigger=15s)Links to an external site.

What is Ableism?

<https://vimeo.com/492480733>Links to an external site.

Woolridge, S. (2013). Writing Respectfully: person-First and identity -First language.

<https://www.nih.gov/about-nih/what-we-do/science-health-public-trust/perspectives/writing-respectfully-person-first-identity-first-language>Links to an external site.

## 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 caring for 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.
5. Define integrated care.

## Required Readings:



1. Marini, Fleming & Bishop - Chapter 12: Quality of Life and Psychosocial Adaptation to Chronic Illness and Disability
2. Altman, B. M. (2014). Definitions, concepts, and measures of disability. *Annals of Epidemiology*, 24(1), 2-7.
3. Bautista, A. F., Abd-Elseyed, A., & Chien, G. C. C. (2019). Psychosocial Factors as the Main Determinant of Disability. In *Pain* (pp. 1065-1067). Springer, Cham.
4. Functional Status Questionnaire <https://geriatrictoolkit.missouri.edu/funct/FSQ.pdf>
5. Read this fact sheet: <https://www.easterseals.com/support-and-education/facts-about-disability/myths-facts.html>

Video to Watch:

What is Integrated Care? <https://www.youtube.com/watch?v=S-029Yf7AYM>

## **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 function differences associated with key CID.
2. Name the critical medical and psychosocial issues related to key CID.
3. Explain related medical terminology.
4. Give examples of some of the essential aspects of communication in working with clients in health care settings and interprofessional collaboration

#### **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 <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>

4. Davis, D. Z., & Chansiri, K. (2019). Digital identities—overcoming visual bias through virtual embodiment. *Information, Communication & Society*, 22(4), 491-505.
5. Peter S. Cahn (2020) How interprofessional collaborative practice can help dismantle systemic racism, *Journal of Interprofessional Care*, 34:4, 431-434, DOI: 10.1080/13561820.2020.1790224
6. About TeamSTEPPS <https://www.ahrq.gov/teamstepps/about-teamstepps/index.html>

Videos to watch:

- TeamSTEPPS: Sue Sheridan on Patient and Family Engagement <https://www.youtube.com/watch?v=Hgug-ShbqDs>
- TeamSTEPPS Overview <https://www.youtube.com/watch?v=p4n9xPRtSuU>

## **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, Fleming & Bishop- Chapter 7: Psychosocial Adaptation to Chronic Illness and Disability: A Primer for Counselors.
2. Marini, Fleming & Bishop - Chapter 13: Family Adaptation Across Cultures Toward Loved Ones with Disability
3. Marini, Fleming & Bishop - Chapter 14: Giving Parents a Voice: Challenges Experienced by Parents of Children with Disabilities.
4. 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.

### **Supplemental Readings:**

- Pesch, M. H. (2019). Driving in the Minivan—Life as a Pediatrician and Parent of a Child with Disabilities. *JAMA*, 322(13), 1255-1256.

- Marini, Fleming & Bishop - VI: Personal Perspectives: My Life with a Disability: Continued Opportunities

### Video:

Intersectionality & Disability, KERI GRAY  
<https://www.youtube.com/watch?v=p2XN0CQazr0>Links to an external site.

## Week 7: Overview of Health Care and Health Insurance

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. 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. 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>

Anatomy of Healthcare - U.S. Healthcare System Explained  
<https://youtu.be/dK4EV9wJPm0>

## Week 8: Midterm      ON-LINE via Canvas ( LockDown Browser )

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

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

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

### **Required Readings:**

1. Marini, Fleming & Bishop - Chapter 9: Vulnerabilities, Abuse, and Psychosocial Disparities of Women with Disabilities.
2. Marini, Fleming & Bishop - Chapter 19: Responding Well to Individuals Experiencing Abuse and Relationship Violence
3. Chang, J. C., Martin, S.L., Moracco, K.E., Dulli, L., Scandlin, D., Loucks-Sorrel, M., Turner, T., Staroneck, 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.
4. 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.

**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 more burdens play in the lives of individuals with CID.
2. Show how the role of military culture affects social work with veterans.
3. Discuss how co-occurring disorders may affect special populations such as veterans.

### **Required Readings:**

1. Marini, Fleming & Bishop- Chapter 17: Living with Substance Use Disorder: From Stigma to Recovery.
2. Marini, Fleming & Bishop -Chapter 18: Culturally Competent Service Provision: Considerations for Supporting Veterans and Family Reintegration

3. 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>
4. 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>
5. Lister, J.J., Brown, S., Greenwald, M.K., & Ledgerwood, D.M. (2019). Gender-specific predictors of methadone treatment outcomes among African Americans at an urban clinic. *Substance Abuse*. <http://dx.doi.org/10.1080/08897077.2018.1547810>
6. Lister, J.J., Milosevic, A., & Ledgerwood, D.M. (2015). Personality traits of problem gamblers with and without alcohol dependence. *Addictive Behaviors*, 47, 48-54. <http://dx.doi.org/10.1016/j.addbeh.2015.02.021>
7. Daley, J.G. (2010) Military social work practice in mental health programs, in *Social Work Practice in the Military*, NY, NY: Routledge.
8. Hall, L.K. (2012) The importance of understanding military culture. In *Advance in Social Work Practice with the Military*. NY, NY: Routledge.
9. 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, Fleming & Bishop - Chapter 10: Sexuality and Disability

2. Marini, Fleming & Bishop -Chapter 23: Users of Assistive Technology: The Human Component
3. Marini, Fleming & Bishop -Personal Perspectives: Experiencing Sexuality as an Adolescent with Rheumatoid Arthritis
4. Durlak, P. R. (2017). Disability at work: Understanding the impact of the ADA on the workplace. *Sociology Compass*, 11(5) 1-10.
5. 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:**

Everybody: glamour, date ability, sexuality & disability | Dr. Danielle Sheypuk  
<https://youtu.be/7PwvGfs6Pok>

Sabrina Springs Explains How Fatphobia is Rooted in Racism.  
[https://www.youtube.com/watch?v=Z-dwCWGm\\_sY](https://www.youtube.com/watch?v=Z-dwCWGm_sY)

### *Supplemental:*

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

Strings, S. ( 2023 ).How the Use of BMI Fetishizes White Embodiment and Racializes Fat Phobia, <https://journalofethics.ama-assn.org/sites/joedb/files/2023-06/msoc1-peer-2307.pdf>

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

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

1. Name 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, Fleming & Bishop - Chapter 22: Interventions to Improve the Well-Being of People with Disabilities and Chronic Illness.
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.

**Videos:**

[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 Readings:**

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. 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.
2. 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.
3. Lee, C., Crawford, C., & Hickey, A. (2014). Mind-body therapies for the self-management of chronic pain symptoms. *Pain Medicine*, 15(S1), S21-S39.
4. Robison, L. L., & Hudson, M. M. (2014). Survivors of childhood and adolescent cancer: life-long risks and responsibilities. *Nature Reviews Cancer*, 14(1), 61-70.

**Supplemental Video**

The Mystery Chronic Pain (video)

[https://www.ted.com/talks/elliott\\_krane\\_the\\_mystery\\_of\\_chronic\\_pain](https://www.ted.com/talks/elliott_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, Fleming & Bishop - Chapter 15: Psychosocial Counseling Aspects of Grief, Dying, and Death
2. Marini, Fleming & Bishop - Chapter 21: Key Concepts and Techniques for an Aging Population of Persons with Disabilities
3. 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.
4. Katz, J., & Mitsumoto, H. (2016). ALS and physician-assisted suicide. *Neurology*, 87(11), 1072-1073.

#### **Supplemental Video**

Multiple Chronic Conditions: A Day in the Life

<https://www.youtube.com/watch?v=XIG1ZQFxTvs>

### **Week 15: Presentation of Psychosocial Assessments and Course Wrap Up**

Assignment: Students are to present their psychosocial assessments as a 10–15-minute overview using PowerPoint.