

Professor: Sally Schmall, MSW
Office Hours: By Appointment/After Class
Email: sschmall@umich.edu When you email me please put SW 699 in the subject line. Please note, while I am happy to respond to email Mon – Fri, ***I do not read emails on the weekends and you should generally allow 48 hours for a response.***

COURSE TITLE:	Social Work Practice in Health Care
DIVISION:	HLTH
COURSE NUMBER:	699
CREDIT HOURS:	3
PREREQUISITES:	SW521 and SW560 or permission from instructor

1. Course Description:

This course teaches practice models and multi-level methods of intervention for effective social work practice in health care, including health promotion, disease prevention, assessment, treatment, rehabilitation, continuing care, and discharge planning. Examples of topics covered include the use of the current ICD system in assessment, screening and early intervention, workplace health promotion, crisis intervention, intervention in major catastrophic or chronic diseases such as cancer, cardiovascular disease, HIV/AIDS, and depression; promotion of optimal adaptation to chronic illness through interpersonal, organizational, and environmental interventions; self-help and mutual aid, rehabilitation and continuing care, supporting caregivers and integrative and complementary interventions. Selected issues and methods in supervision and management are addressed, such as individual, peer and workgroup models on practice. The impact of differences in ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation will be examined, as these relate to various health practices, policies and services.

2. Course Content:

This course will provide students with models and methods for positive health promotion, prevention of disease, the provision of comprehensive and effective treatment when illness occurs, and for promotion of rehabilitation and optimal adaptation to chronic illness. Assessment, prevention and intervention strategies for use in health care social work practice at the individual, family, group, community and organizational levels will be addressed. Students will learn how to assess, plan, develop, and evaluate appropriate evidence-based interventions and how to use selected supervisory and managerial strategies to enhance positive outcomes for consumers. A major focus of this course will be examining the various diversity dimensions (ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation) as it relates to access to care, appropriateness of services and emerging prevention, intervention and rehabilitation interventions.

3. Course Objectives:

Students who complete this course will be able to:

1. Engage in evidence-based practice as a professional social worker in health organizations and programs.
2. Participate as an interdisciplinary team member; engage in case advocacy and coordination and in case conferencing and collaboration.
3. Assess and conduct psychosocial health risk/strengths assessments of individuals, families, groups or communities along a continuum of care.
4. Plan, implement and evaluate culturally and gender sensitive individual, family, group, community and organizational interventions focused on prevention, treatment and/or rehabilitation.
5. Apply knowledge of selected managerial practices to issues of supervision, staff development, and administration in health care social work practice.
6. Build partnerships with key health constituencies for the purposes of health promotion, disease prevention and elimination of health disparities.
7. Examine the impact of differences in ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation as these relate to various health practices, policies and services.
8. Incorporate social work values and ethical principles in planning, developing and implementing health care social work interventions.

4. Course Design:

The course will include lectures, discussion, small group exercises, individual and group projects, written assignments and guest speakers. This class is designed to be highly interactive.

5. Relationship of the Course to Four Curricular Themes:

Multiculturalism and Social Diversity is addressed throughout the course and is highlighted in content and discussions of various health practices, policies and services related to the key diversity dimensions noted in Objective 8.

Social Justice and Social Change is a central theme in the course, especially in discussions of health disparities and access to care issues that are discussed across the continuum of health care services from promotion/prevention to rehabilitation/continuing care.

Behavioral and Social Science Research is presented throughout the course and includes findings from evaluation, prevention and intervention research in social work, medicine, nursing, public health, and health services research as well as health psychology, medical sociology, medical anthropology, health economics, and political science.

Promotion, Prevention, Treatment and Rehabilitation is examined through content and exercises that focus on the methods and models of intervention for health promotion, disease prevention, treatment and rehabilitation in major catastrophic or chronic diseases and promotion of optimal adaptation to chronic illness.

6. Relationship to Social Work Ethics and Values:

This course will emphasize working on behalf of the most disadvantaged persons and groups at greatest risk of various negative health outcomes. Special emphasis will be placed on advocacy and environmental modifications. Issues related to specific health practices, managed care, client self-determination, confidentiality, dignity, HIPPA, and associated legal, ethical, and value concerns will also be addressed.

7 Intensive Focus on Privilege, Oppression, Diversity, and Social Justice (PODS):

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce

mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

1. COURSE REQUIREMENTS

Participation & Attendance

Classroom participation is a significant part of the learning experience. All students are expected to participate in classroom activities and discussions. Classroom participation will be incorporated into the grading system (see below for details). Regular attendance and active participation in small group exercises and discussions is encouraged and expected. If you are unable to make a class please notify me by email prior to the class. Missing more than one class, without extenuating circumstances, will result in your grade being lowered by one half grade (A to A-).

Assignments

All assignments are expected to be turned in on time. Handing in an assignment late will result in one point drop for each day, unless special arrangements have been made prior to the date the assignment is due. Semester grade will be based on the average of all numerical grades, based on the following weighting:

Group text chapter presentation – must include power point, interactive examples (13 points)

Text book Ch 2 case study questions on pg 51 and 53 (5 points)

MI workbook exercises 2.2 and 3.5 (5 points)

Chronic illness self-care exercise (25 points)

Video role play: Motivational Interviewing and self-critique (5 points)

MI workbook exercise 9.3 (3 points)

Text book quiz: Ch 9 Key terms and concepts (5 points)

Text book Ch 9 case study on patient dementia assessment (3 points)

Completion of a Living Will (3 points)

Text book quiz: Ch 10 Key terms and concepts (5 points)

MI workbook exercise 10.2 (3 points)

MI workbook exercise 11.1(3 points)

Text book Ch 12 case study on pg 338 (2 points)

Quiz: Recognizing dementia, delirium and depression in older adults (10 points)

Final quiz: 10 points

2. COURSE MATERIALS

Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends (2016) by Karen Allen and William Spitzer. ISBN; 987-1-4833-5320-3

Building Motivational Interviewing Skills (2009) by David Rosengren. ISBN; 978-1-60623-299-6

A CANVAS site has been established and additional materials and readings are posted for each lecture. Please see site weekly.

3. COURSE SCHEDULE

Date	Class Content	Readings and Assignments
Sept 8th	<p>Introductions Review Syllabus/Assignments Lecture: Racial and Ethnic Disparities in Health Care in the US; Developing cultural competence in healthcare social work</p>	<p><u>Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends</u>. Ch 15 Cultural competence in Healthcare social work</p>
Sept 15th	<p>Overview of the organizational contexts in which healthcare social work is practiced.</p> <p>Issues of supervision, staff development, and administration ethics in health care social work practice.</p>	<p><u>Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends..</u> Ch 2 and 14.</p> <p>Assignment(s) Due: Case study social work in ambulatory care. Complete questions on pg 51 and case study social work in acute care. Complete questions on page 53. Bring typed responses to class for discussion and credit.</p>
Sept 22nd	<p>Health Behavior Change: Conducting motivational interviews.</p> <p>Chronic illness assignment explained.</p>	<p><u>Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends..</u> Ch 3 and 4</p> <p>Assignment(s) Due: Group 1 presentation on the adjustment to illness counseling model.</p> <p><u>Building Motivational Interviewing Skills</u> Ch 2, 3, & 4</p>

<p>Sept 29th</p>	<p>Chronic illness: Issues and interventions and Transitional care planning.</p>	<p>Bring completed exercise 2.2 and 3.5 to class.</p> <p><u>Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends..</u> Ch 5, 7, 8</p> <p><u>Building Motivational Interviewing Skills;</u> Ch 5, 6, 7, 8</p> <p>Bring completed exercises 5.4 (pages 119-122) to class.</p> <p>*Be prepared to role play motivational interviewing techniques.</p> <p>Assignment Due: Bring completed chronic illness self-care forms</p>
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<p>Oct 6th</p>	<p>Pediatric healthcare social work practice. Assessment and intervention – child abuse.</p>	<p><u>Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends</u> ch 12</p> <p>Assignment(s) Due: Group 2 presentation on ch 12 developmental disabilities.</p> <p>Completion of case study – social work integration in a pediatric setting pg 338. Bring typed responses to class.</p> <p><u>Building Motivational Interviewing Skills; Ch. 9</u></p> <p>Bring completed exercise 9.3 (page 243) to class.</p>
<p>Oct 13th</p>	<p>Gerontological healthcare social work practice. Ethics in end of life care. http://www.lgbtagingcenter.org/index.cfm</p>	<p><u>Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends..</u> 9 and 11 Quiz: Ch 9 key terms</p> <p>Assignment(s) Due: Group 3 presentation on ch 11 – intervention</p>

Oct 20th	<p>Review the Geriatric Social Worker Initiative http://www.gswi.org/</p> <p>Workplace health promotion – designing and evaluating effective programs.</p> <p>Speaker invited, Denise Williams, Director of Diversity Health Promotion Programs at UM</p>	<p>with aging population. Completion of case study – patient dementia assessment, pg 304. Completion of a Living Will – bring to class <u>Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends</u> ch 10</p> <p>Quiz: Ch 10 key terms. Understand the Preceed-Proceed model.</p>
Oct 27th	<p>Funding community and health promotion programs. Speaker invited, Pam Smith, President of the United Way.</p>	<p>Review the United Way website and develop 1 question to ask. http://www.uwashtenaw.org/</p>
Nov 3rd	<p>Eating disorders and comprehensive treatment strategies.</p>	<p>Review before class http://www.psych.med.umich.edu/patient-care/eating-disorders-program/ http://www.psych.med.umich.edu/expert-advice/ <u>Building Motivational Interviewing Skills; Ch. 10</u> Bring completed exercise 10.2 Target behavior “Eating healthier” (page 274) to class.</p>
Nov 10th	<p>Mental health and PTSD – Working with Veterans</p>	<p>Canvas folder on PTSD <u>Building Motivational Interviewing Skills; Ch. 11</u> Bring completed exercise 11.1 Negotiating a Change Plan (pages 294-295) to class.</p>
Nov 17th	<p>Recognizing dementia, delirium and depression in older adults</p>	<p>Canvas site</p>
Dec 1st	<p>Integrative and complimentary interventions</p>	<p>Canvas site Quiz: Recognizing dementia, delirium and depression in older adults</p>
Dec 8th	<p>Skills for being an effective social worker on a multidisciplinary team in healthcare. Panel invited.</p>	<p><u>Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends</u> ch 16</p>

		<p>Final essay quiz on ch 16</p> <hr/>
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