

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW 530 Advanced Clinical Social Work Practice with Acute and Chronic Illnesses in  
Hospitals and Health Care Settings  
(2 credit hours)**

Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539

**Instructor information**

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**Code of Conduct**

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook ([www.utk.csw.edu](http://www.utk.csw.edu)).

**The Honor Statement**

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2008).

**Disability**

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2227 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services

**Course Description:**

This course is a concentration elective course. The course focuses on becoming an effective practitioner in working with individuals and families affected by chronic and acute illnesses across the lifespan. The course will focus on increasing clinical practice skills used in hospital and health care settings. The course will address the areas of managed care systems, clinical assessment, treatment planning, evidence-based interventions, culturally relevant practice, spirituality, legal and ethical issues, impact of acute and chronic illness on patients and families, interdisciplinary teams and the social work role, discharge planning, advocacy, information technology, and end-of-life care. The course will address health disparities in acute and chronic illnesses among various racial/ethnic groups and explore barrier to quality of care for the uninsured and underinsured. The course will highlight the role of individual differences (e.g., spirituality, gender, mental health, social support, etc.) and societal/cultural differences as they impact acute and chronic illnesses.

### **Course Rationale**

Hospitals and health care settings are the primary employers of social workers. Thus, clinical social workers need advanced training on how to effectively provide services to individuals and families affected by acute and chronic illnesses across the lifespan. It is essential that clinical social workers understand illness and health outcomes in relation to the complexity of the health care system, the role of individual characteristics in health outcomes, and cultural/societal factors. The medical field requires skilled social work practitioners who are adequately trained to meet the needs of diverse populations within the complex health care system.

**Course Competencies:** By the completion of this course, students (through course activities, assignments, and/or exams) are expected to be able to:

1. Critically analyze relevant health care policy issues and trends that impact upon clinical practice and service delivery in health care settings. Populations at risk & SJ Conc. #1; Diversity Conc. #1, 3; CT/EB Conc. #3; Policy Conc. #1, #2 #3. (*Content: health disparities, international health delivery systems, principles and types of managed care systems (e.g., HMOs, PPOs, POS); informational technology in health care delivery; discharge planning, under- & underinsured health care consumers; advocacy; interdisciplinary teams; role sharing; role conflicts; legal and ethical issues*).
2. Distinguish the role of social worker within the hospital and health care settings, identify the ethical and professional issues that might arise in fulfilling these various roles, and develop a plan for lifelong learning. Values/Ethics Conc. #1, #2; CT/EB Conc. #1, #2, #4; Research Conc. #3; Policy Conc. #4. (*Content: medical social work; hospital social work; rural social work; psychiatric social work; pediatric social work; geriatric social work; patient navigation; case management; end-of-life care; professional associations; continuing education; the IFSW and the NASW Code of Ethics; interdisciplinary teams; differentiating values from ethical principles*).
3. Critically analyze the influence of individual factors (e.g., age, gender, spirituality, race, genetics, sexual orientation, mental health) and societal/cultural factors on clients' experiences of acute and chronic illnesses. Populations at risk & SJ Conc. #2; Diversity Conc. #1, #2, #3; CT/EB Conc. #1; HBSE Conc. #2. (*Content: assessment; spirituality; gender; culturally related health beliefs; locus of control; social support; race; ethnicity; genetics; health disparities; help seeking behaviors; alternative/complementary models of health care; characteristics and phases of adaptation to chronic illness across the lifespan; continuum of care; access to services*).
4. Explicate evidence based best practice approaches for social work in working with diverse individuals and families affected by various acute and chronic illnesses in hospital and health care settings. Populations at risk & SJ Conc. #1, #2; Practice Conc. #1, #2 #3; HBSE Conc. #1, #2; Diversity Conc. #4; CT/EB Conc. #3. (*Content: roles of social workers in hospital and health care settings; assessment; treatment planning; evidence-based practice; motivational interviewing; cognitive-behavioral therapy; brief treatments; crisis interventions; grief counseling; group treatment; holistic care; resource availability; discharge planning; evaluating practice; advocacy*).

5. Develop skills for assisting diverse individuals and families to address and cope with end-of-life issues. Values/Ethics Conc. #3; HBSE Conc. #2; Practice Conc. #1, #2; Diversity Conc. #4 . (*Content: palliative care; hospice care; interdisciplinary teams; cultural beliefs about death; spirituality; theories of grief and loss; grief assessment and counseling; quality of life; barriers to access to end-of-life services; service utilization; death across the lifespan; advanced directives; power of attorney; wills; funerals; resource referrals; professional burnout; legal and ethical issues*).

### **Required Texts**

Gehlert, S. & Brown, T. A. (2006). Handbook of Health Social Work. Hoboken, NJ: John Wiley & Sons, Inc.

### **Recommended Texts**

Beder, J. (2006). *Hospital Social Work: The Interface of Medicine and Caring*. New York: Routledge.

Dziegielewski, S.F. (2004). *The Changing Face of Health Care Social Work*. New York: Springer Publishing.

Rogers, G. (2006). English-Spanish/Spanish-English Medical Dictionary, (3<sup>rd</sup> ed.). New York, NY: McGraw-Hill Medical.

### **Course Requirements**

This is an online class using Centra technology to meet in an online class environment. Students are expected to complete six modules online and the assignments associated with each module. Class participation is expected and will be determined by your participation in online discussions. Students are expected to attend all online classes. A student who wishes an extension of time for an assignment due to medical or personal emergency should consult the instructor in advance. However, an extension is not automatic and there may be a grade penalty.

### **Evaluation Procedures and Grades**

The following scale will be used for the final course grade:

**A (95-100)** Outstanding/Superior. Student consistently exceed expectations.

**B+ (90-94)** Above Average. Student consistently meets, and occasionally exceeds, normal expectations for the course.

**B (85-89)** Average. Student consistently meets normal expectations for the course.

**C+ (80-84)** Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

**C (70-79)** Poor. There is lack of understanding of course content. Student does not meet course expectations.

**F (69-Below)** Very Poor. Course expectations are not met. There is a lack of attendance or incomplete assignments.

## Assignments:

Quizzes (6 quizzes at 10% each)	60%
Discussion Board Participation (6 discussion boards at 5% each)	30%
Reaction/Critical Thinking Journals	<u>10%</u>
Total:	100%

- *Quizzes:* Students will have a quiz for each module in the class for a total of 6 quizzes. All quizzes are located under the modules in "Course Documents". The quizzes are open book and open note, but you are not permitted to share answers or discuss the quiz with other students. Sharing answers or helping each other constitutes cheating and will result in disciplinary action. The quiz will be timed and you have 5 hours to complete the each quiz. Once you open a quiz, you must complete the quiz within 5 hours. Do not open the quiz until you have reviewed the material for that module and you are ready to take the quiz. Each quiz will cover all readings, lecture materials, handouts, and websites for that particular module. If you fail to take the quiz during the designated time, you will receive a penalty of two points for a make-up quiz. Please do not wait until the last minute to submit your answers for the quiz.
  - *Quiz 1: Foundations of Health Social Work Practice*
  - *Quiz 2: Theories and Issues in Health Social Work Practice*
  - *Quiz 3: Essential Skills for Health Social Work Practice*
  - *Quiz 4: Areas of Practice in the Hospital and Health Care Setting*
  - *Quiz 5: Evidence Based Health Social Work Practice*
  - *Quiz 6: End of Life and Palliative Care*
  
- *Discussion Boards:* Students are expected to participate in a discussion board with their classmates for each module covered in this course in a timely fashion. All discussion boards are located under the modules in "Course Documents". You are required to actively engaging in thoughtful discussions with your classmates. Your comment(s) can either be a new thread or a detailed response to other students' comments. A simply "Yes, I agree" or "No, I don't agree" is not an acceptable comment. Your grade for the discussion board will be dependent on the quality and appropriateness of your comments. It is important to remember that this is a classroom environment. Therefore, your language and tone on the discussion board should reflect this environment. I want to encourage you to challenge and disagree with each other, but this must be done in a respectful manner. The discussion boards will cover the following topics:
  - *Module 1: Models of health care nationally and internationally and implications for the social work profession*
  - *Module 2: Access to care among underserved populations and across the continuum of care in your area of expertise*
  - *Module 3: Social work skills needed to meet the needs across the continuum of care and across various ethnic/racial groups for your area of expertise*
  - *Module 4: Various roles of social work professional in meeting the needs for your area of expertise across the continuum of care*
  - *Module 5: Evidence based practices for meeting the needs in your area of expertise across the continuum of care and across various ethnic/racial groups*
  - *Module 6: Issues and skills for assisting diverse individuals and families to address and cope with end-of-life issues within your area of expertise*

- *Reaction/Critical Thinking Journals:* Students are required to write two reaction/critical thinking pieces for various movies selected by the instructor. Reaction/critical thinking pieces are an opportunity to express critical thinking and your opinions based on what you have learned in this course through your readings and modules. Your writings should not be summaries of the movies. Instead, you should integrate your reaction and critical thinking along with the class material. Your reaction/critical thinking pieces should address health care policy issues and trends that impact upon clinical practice and service delivery in health care settings; the impact on the social work profession; the influence of individual factors (e.g., age, gender, spirituality, race, genetics, sexual orientation, mental health) and societal/cultural factors on clients' experiences of acute and chronic illnesses; evidence based best practice; and meeting the needs of diverse individuals across the continuum of care.

*Further information about all assignments is located under "Assignments" in Blackboard.*

### COURSE OUTLINE

<b>Week:</b>	<b>Date beginning of Module:</b>	<b>Topic:</b>
Week 1 & 2	Jan. 12 <sup>th</sup>	<p><b>MODULE #1: Foundations of Health Social Work Practice</b></p> <p><b>MEET ONLINE WITH CENTRA ON Jan. 12<sup>th</sup> from 6:00-7:00pm (CST)</b></p> <ul style="list-style-type: none"> <li>• Gehlert &amp; Brown Textbook: <ul style="list-style-type: none"> <li>○ Chapter 1, "The Conceptual Underpinnings of Social Work in Health Care" by Sarah Gehlert</li> <li>○ Chapter 2, "Social Work Roles and Health-Care Settings" by Teri Arthur Browne</li> <li>○ Chapter 3, "Ethics and Social Work in Health Care" by Jared Sparks</li> <li>○ Chapter 4, "Public Health and Social Work" by Deborah R. Schild and Marjorie R. Sable</li> <li>○ Chapter 5, "Health Policy and Social Work" by Julie S. Darnell &amp; Edward. F. Lawlor</li> <li>○ Chapter 6, "Community and Health" by Christopher Masi</li> </ul> </li> </ul>
Week 3 & 4	Jan. 26 <sup>th</sup>	<p><b>MODULE #2: Theories and Issues in Health Social Work Practice</b></p> <p><b>MEET ONLINE WITH CENTRA, Jan. 26<sup>th</sup> from 6:00-7:00pm (CST)</b></p> <ul style="list-style-type: none"> <li>• Gehlert &amp; Brown Textbook: <ul style="list-style-type: none"> <li>○ Chapter 7: "Theories of Health Behavior" by Sarah Gehlert</li> <li>○ Chapter 8: "Physical and Mental Health:</li> </ul> </li> </ul>

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- Interactions, Assessment, and Intervention” by Malitta Engstrom
  - Chapter 9: “Communication in Health Care” by Sarah Gehlert
  - Chapter 10: “Religion, Spirituality, and Health by Kevin Burke
  - Chapter 11: “Families, Health, and Illness” by John S. Rolland & Allison Werner-Lin
  - Chapter 12: “Human Sexuality and Physical Intimacy” by Les Gallo-Silver
  - Chapter 13: “Substance Use Problems in Health Social Work Practice by Colleen A. Mahoney, Malitta Engstrom, & Jeanne C. Marsh

- Institute of Medicine (2004). Barriers to appropriate use of psychosocial services (Chp. 7 pp. 165-198). In IOM, Meeting Psychosocial Needs of Women with Breast Cancer. Washington, DC: The National Academic Press.

Week 5 & 6      Feb. 9<sup>th</sup>

**MODULE #3: Essential Skills for Health Social Work Practice**

**MEET ONLINE WITH CENTRA, Feb. 9<sup>th</sup> from 6:00-7:00pm (CST)**

- Akizuki, N., Yamawaki, S., Akechi, T., Nakano, T., & Uchitomi, Y. (2005). Development of an Impact Thermometer for use in combination with the Distress Thermometer as a brief screening tool for adjustment disorders and/or major depression in cancer patients. *J Pain Symptom Manage*, 29(1), 91-99.
  - Darnell, J. S. (2007). Patient navigation: a call to action. *Social Work*, 52(1), 81-84.
  - Dziegielewski, S.F. (2004). Practice Strategy: Considerations and Methods for Health Care Social Workers (Chp. #6, pp. 134-175). In The Changing Face of Health Care Social Work. New York: Springer Publishing.
  - Dziegielewski, S.F. (2004). Documentation and Record Keeping in the Health Care Setting (Chp. #7, pp. 176-208). In The Changing Face of Health Care Social Work. New York: Springer Publishing.
  - Dziegielewski, S.F. (2004). Health and Mental Health Assessment (Chp. #8, pp. 209-240). In The Changing
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Face of Health Care Social Work. New York: Springer Publishing.

Week 7 & 8      Feb. 23<sup>rd</sup>

**MODULE #4: Areas of Practice in the Hospital and Health Care Setting**

**MEET ONLINE WITH CENTRA on Feb. 23<sup>rd</sup> from 6:00-7:00pm (CST)**

- Gehlert & Brown Textbook:
  - Chapter 14, “Social Work with Older Adults in Health Care Settings” by Sadhna Diwan & Shantha Balaswamy
  - Chapter 15, “Social Work Practice and Disability Issues” by Rebecca Brashler
  - Chapter 16, “Nephrology Social Work” by Teri Author Browne
  - Chapter 17, “Oncology Social Work” by Allison Werner-Lin & Nacee M. Biank
  - Chapter 18, “Social Work and Chronic Disease: Diabetes, Heart Disease, and HIV/AIDS” by Wendy Auslander & Stacey Freedenthal
  - Chapter 19, “Social Work and Genetics” by Deborah R. Schild, Susan Taylor-Brown, & Luba Djurdjinovic
  
- Beder Joan (2006). Social Work in the Emergency Room (Chp #12, pp. 135-142). In Hospital Social Work: The Interface of Medicine and Caring. New York: Routledge.
  
- Davis, C., Baldry, E., Milosevic, B. & Walsh, A. (2005). Defining the role of the hospital social worker in Australia: Part II. A Qualitative Analysis. International Social Work Journal, 48,3, 285-295.
  
- Davis, C., Baldry, E., Milosevic, B. & Walsh, A. (2004). Defining the role of the hospital social worker in Australia. International Social Work Journal, 47,3, 346-358.

Week 9 & 11      March 9<sup>th</sup>

**MODULE #5: Evidence Based Health Social Work Practice**

**MEET ONLINE WITH CENTRA ON March 9<sup>th</sup> from 6:00-7:00PM (CST)**

- Davis, C. (2004). Hospital social work: Are we conducting the right type of research? Social Work in Health Care, 38,3, 67-79.
  
  - Rollnick, S., Miller, W.R. & Butler, C.C. (2008). How
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Motivational Interviewing Fits into Health Care Practice (Chp. #2, pp. 11- In Motivational Interviewing in Health Care. New York: Guilford Press.

- Resnicow, K.. et al. (2002). Motivational Interviewing in Medical and Public Health Settings. In W.R. Miller & S. Rollnick (Editors) Motivational Interviewing: Preparing People for Change (2<sup>nd</sup> Edition.). New York: Guilford Press.
- Davis, C. (2004). Psychosocial needs of women with breast cancer: How can social workers make a difference? Health and Social Work, 29,4, 330-334.
- Institute of Medicine (2004). The effectiveness of psychosocial interventions for women with breast cancer (Chp. 5 pp. 95-132). In IOM, Meeting Psychosocial Needs of Women with Breast Cancer. Washington, DC: The National Academic Press.
- Institute of Medicine (2004). Delivering Psychosocial Services (Chp. 6 pp. 133-164). In IOM, Meeting Psychosocial Needs of Women with Breast Cancer. Washington, DC: The National Academic Press.
- Rehse, B., & Pukrop, R. (2003). Effects of psychosocial interventions on quality of life in adult cancer patients: Meta analysis of 37 published controlled outcome studies. *Patient Educ Couns*, 50(2), 179-186.

Week 10            March 16<sup>th</sup>

***SPRING BREAK***

Week 12 & 13    March 30<sup>th</sup>

***MODULE #6: End of Life and Palliative Care***

***MEET ONLINE WITH CENTRA ON March 30<sup>th</sup> from 6:00-7:00pm (CST)***

- Gehlert & Brown Textbook:
    - Chapter 20, “End or Life Care” by Yvette Colon
    - Chapter 21, “Pain Management and Palliative Care” by Terry Altilio, Shirley Otis-Green, Susan Hedlund & Iris Cohen Fineberg
    - Chapter 22, “Alternative, Complementary, and Integrative Medicine in a Conventional Setting” by Penny Block
  - Pomeroy, E.C. & Garcia, R.B. (2009). The Grief Assessment and Intervention Workbook: A Strengths Perspective. Chapter 2: Grief Interviewing and Assessment Greif Interviewing Using the Strengths-Based Framework
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(pp. 22-37).

- Pomeroy, E.C. & Garcia, R.B. (2009). The Grief Assessment and Intervention Workbook: A Strengths Perspective. Chapter 8: Practical Implications for the Professional (pp. 217-225).

Week 14 & 15 April 14<sup>th</sup>

**Area of Specialty Projects & Course Review**

**MEET ONLINE WITH CENTRA ON April 14<sup>th</sup> from 6:00-7:00pm (CST)**

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**Bibliography**

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- Baldacchino, D., & Draper, P. (2001). Spiritual coping strategies: a review of the nursing research literature. *J Adv Nurs*, 34(6), 833-841.
- Bastian, H. (1998). Speaking up for ourselves - The evolution of consumer advocacy in health care. *International Journal of Technology Assessment in Health Care*, 14, 3-23.
- Baum, A., Garofalo, J.P., & Yali, A. (1999). Socioeconomic status and chronic stress: Does stress account for SES effects on health? *Annals of New York Academy of Sciences*, 896, 131-144
- Baum, A. & Posluszny, A. M. (1999). Health Psychology: Mapping biobehavioral contributions to health and illness. *Annual Review of Psychology*, 50 137-163.
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- Darnell, J. S. (2007). Patient navigation: a call to action. *Social Work*, 52(1), 81-84.
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- T.L. (1998). Trends in alternative medicine use in the in the United States, 1990-1997. *JAMA*, 280, 1569-1575.
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- Glanz, Lewis, and Rimer, chapters 3, 4, and 8 "The Health Belief Model" "The Theory of Reasoned Action the Theory of Planned Behavior" "How individuals, environments, and health behavior interact: Social cognitive theory"
- K. Glanz, B.K. Rimer, F.M. Lewis (Eds.). (2002). *Health Behavior and Health Education: Theory, Research, and Practice* (3<sup>rd</sup> ed.) San Francisco: Jossey- Bass.
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