



*This is a tentative course syllabus, the instructor has the right to make changes until it is finalized at the beginning of class*

**School of Social Work**

**SWK 597: Social Work across the Healthcare Continuum**

<b>INSTRUCTOR</b>	Rebecca G. Judd Ph.D., LMSW-IPR
<b>OFFICE</b>	307 Henderson
<b>OFFICE HOURS</b>	Tuesday 9 a.m. – 3:00 p.m. Wed 9 a.m. – 3:00 p.m. Other times available by appointment
<b>OFFICE PHONE</b>	903-468-8190
<b>E-MAIL</b>	Rebecca.Judd@tamuc.edu
<b>VIRTUAL OFFICE HOURS</b>	Any questions entered into the virtual office on e-College will be answered by 5:00 p.m. the day following your initial post. Questions posted on Friday will be answered by 5:00 p.m. the following Monday. Virtual office is the preferred method of contact regarding questions related to class. If you have a personal issue, please email me and I will respond directly to you.

## **COURSE DESCRIPTION:**

This course is designed to provide students with an overview of the American Healthcare System with emphasis on three dimensions of context that have most direct and describable consequences for the relationship between social workers and clients in health care settings: policies, technology and organizational structure.

Social work practice is explored in the context of interdisciplinary team membership, collaboration, case management, advocacy and leadership. The content of the course will include current and emerging health behavior theory, practice and research; historical and contemporary perspectives of health policy, and will include medical terminology and strategies relevant to healthcare settings in work with individuals, families, groups, interdisciplinary teams and service providers.

## **GOALS & COMPETENCIES**

- AGP 2.1.2     Apply social work ethical principles to resolve dilemmas
- AGP 2.1.3     Critically analyze practice situations and communicate judgments and reasoning through decision-making processes
- AGP 2.1.10    Demonstrate autonomy in dynamic practice situations that involve:
- Relationship-building at all levels of systems
  - Evidence-based assessment tools and intervention approaches
  - Effective intervention with complex problems and prevention strategies
  - Response to the feedback process from interventions
- AGP 2.1.12    Apply innovative solutions to social and organizational dynamics

## **COURSE OBJECTIVE**

This course provides students with knowledge, skills and abilities for understanding the interrelationship between developments in health policy, the health care delivery system and social work practice. Practice issues associated with organizational structure, patient-centered care, team and interdisciplinary relations as well as collaboration and conflict are considered. Ethical dilemmas and the significance of values will also be discussed in the course. This course is an elective and is directed toward the needs of students interested in entering the field of healthcare .

**STUDENT LEARNING OUTCOMES:**

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

- Identify and discuss healthcare policy at both the state and national level
- Describe social work roles and responsibilities in varying healthcare settings
- Utilize critical thought processes related to the impact technology has on the relationship between social work and the client
- Demonstrate an understanding of both adaptable and rigid aspects of policy and organizations related to social work practice in the context of varying healthcare settings
- Design and develop a fluid, online resource site for health care social work practitioners designed to assist students in increasing their knowledge of community resources for purposes of consultation, collaboration, advocacy, referral and networking on behalf of clients and families and reinforce the need for lifelong learning.
- Identify, describe and implement models of interventions: solution-focused therapy, crisis intervention, stress and strengths perspective

**RELATIONSHIP TO OTHER COURSES:**

This is an advanced social work class and the material presented in this class is at an advanced level. This course builds on concepts and skills gained in HBSE I & II; Social Welfare Policy and Communities, Organizations and Social Policy.

**REQUIRED TEXTS/READINGS:**

No text is required. Specialized resources and readings from published literature, policies and web-based information will be assigned with each unit. (This will be a great way for you to begin to build an electronic resource library that you can update and access our future professional endeavors).

**OVERVIEW OF ASSIGNMENTS:**

*This is a learner-centered course. For most class units there will be a list of specialized resources for student review. Class participation is demonstrated by the ability to synthesize readings and application of information to class projects.*

**Web Resource (50% of grade):** The American Healthcare System is multi-faceted and complex. Which policies (national, state and organizational), resources, intervention techniques health social workers must gain understanding of depends on the populations with whom they work and institutions for whom they work. Sharing of knowledge, unique ideas and resources is key for successful outcomes in healthcare, more so than other settings (I believe). Therefore the main assignment in this course will be a collaborative designing and building of an informational website. Each student will be expected to contribute. (50% of grade). Students will gain knowledge and skills in (1) locating resources; (2) critical analysis of health policy, health care research, and health information published in the media; and (3) development of an online forum for dissemination and sharing of information

**Paper (15% of grade):** Review three articles related to some aspect of current health care policy on any issue or topic of interest (wellness promotion; obesity; quality of healthcare as outlined by centers for Medicare/Medicaid services etc). Write a 3-5 page paper summarizing the articles/topic. The paper should provide:

- A brief summary of the insights gleaned from the issues discussed in the article
- Your thoughts and observations about the issues
- How the social work profession can use its influence and advocacy skills to impact the issue and policy presented in the article

**Group project (25% of grade) :** Each group will choose a population to address (Men; Women, Older adults; adolescent & children) and a topic within the population (chronic illness, pain management or palliative care; obesity; spinal cord injuries, traumatic brain injuries; specific types of cancer; etc). Develop a power point presentation that will include:

- A description of the health problem: definition, incidence and/or prevalence in the general population; population groups that are most affected (gender, age, ethnic minority, SES etc) and why; etiology of the problem (bio-psychosocial factors that contribute); association with other diseases, course of the illness/health problem including prognosis
- Issue surrounding treatment (types of treatment available; side effects from treatment access and cost of treatment, treatment decision-making, ethical issues regarding treatment
- Impact of the health problem on the individuals, family or larger social network. In some instances, it may be relevant to discuss the impact of the health problem on the community
- Each group will identify psychosocial issues related to the problem and the implications for social work intervention that encompasses relevant theory, research and practice.

**Group discussions (10% of grade)** this may include synchronous or asynchronous interactions. It has been my experience in the online venue that "discussions" merely result in "postings" of information and minimal interactive discussions.

Therefore, I am not putting a great deal grading weight to this area; and our interaction will be more spontaneous. Please sign onto the course frequently (daily if possible) and check your email for announcements from me to be sure you don't miss anything of interest.

In addition I am going to attempt to invite some experts in the field to give a presentation or provide information - which may call for a synchronous (meaning real-time) interaction and may request some "live" chats if the topic warrants this.

**GRADING SCALE:**

Contribution to Development of Web Resource = 50% of grade	• 90-100% = A
Individual Paper = 15% of grade	• 80-90% = B
Group Project = 25% of grade	• 70-79% = C
Discussion/Postings = 10% of grade	• 60-69% = D
	• Less than 60% = F

Some aspects of grading is based on peer assessment and input. Healthcare settings are always multidisciplinary and being able to manage team membership/leadership is a vital skill. Therefore, I am going to ask for peer input when assessing grades for collaborative projects. As the instructor I have the final determination in assigned grades.

You can access your grades in eCollege to see your grade (keep in mind that the grade only reflects work I have graded). Because evaluation is primarily through written assignments, there will be a lag time between the submission of assignments and receiving comments/grades. In the course schedule, there are dates with each assignment that you can expect to have it returned. In addition, online quizzes require grading by me. *You will receive an email from me each time the grade book has been update to reflect the most recent status.*

**POLICY ON DUE DATES**

**(1) NO** assignments will be accepted past the due date. If an assignment is not submitted by the specified due data and time, a 0 will be awarded. In the event of extenuating circumstances, (i.e. medical issues) and proper supporting documentation is provided, a arrangement between the instructor and student will be made for submission of assignments.

**(2) NO** unit quiz can be made up. In the event the student misses taking the online unit quiz, a zero will be given.

**(3). NO** activity awarded points and carried out in the face to face meeting can be made up. In the event the student misses the face to face class; a zero will be awarded in the place of points. In the event of extenuating circumstances (ie medical issues) and proper documentation is provided, an alternative assignment will be given to allow the student to earn points.

**(4).** Submit ALL assignments in the correct drop box, online in eCollege by the due date and time. **DO NOT** email an assignment to me. In the hoards of email I receive daily, many get lost. It is your responsibility to know how and if your computer software is compatible with eCollege

for uploading assignments and those assignments attach and are available for instructor access.

### **CLASS ATTENDANCE AND PARTICIPATION:**

- The expectation is that students will attend class, reflecting responsibility, which is inherent in the development as a social work professional. Roll is taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting.
- Classroom exercises, discussions, role plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as a .5 absence (2 tardies/early departures = 1 absence).
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<b>Weekly (class meets 1X week)</b>	<b>Up to 2 absences: No Penalty</b>	<b>3 absences: 1 letter grade drop</b>	<b>4 absences: Class grade of "F"</b>	
<b>Bi- Weekly (class meets 2X week)</b>	<b>Up to 3 absences: No Penalty</b>	<b>4 absences: 1 Letter grade drop</b>	<b>5 absences: 1 Letter grade drop</b>	<b>6 absences: Class grade of "F"</b>
<b>Summer 10-week</b>	<b>Up to 1 absence: No Penalty</b>	<b>2 Absences: 1 Letter grade drop</b>	<b>3 absences: Class grade of "F"</b>	

**NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION.** You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs

If you believe you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

**CLASS PARTICIPATION HAS THREE COMPONENTS:** (1) Appropriate interactions with classmates; (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

## **TECHNOLOGY REQUIREMENTS**

This is a web-enhanced course and will be conducted utilizing eCollege, which is available through myLeo: [INSERT LINK](#). The following information has been provided to assist in preparing to use technology in your web-enhanced course.

The following technologies and a working knowledge of how to use them are required to be successful in this course:

- Internet connection - high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word - 2003 or 2007).
- Access to University Library site
- Access to University email

Additionally, the following hardware and software are necessary to use eCollege:

- Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0)
- Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
- Perform a "Browser Test" prior to start of your course. To launch a browser test, login to eCollege, click the "myCourses" tab, and then select the "Browser Test" link under support services.

## **POLICY ON PLAGIARISM**

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literary composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In™) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will

be given a grade of "0".

### **ACCEPTABLE CLASSROOM BEHAVIOR:**

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

### **CODE OF CONDUCT FOR SOCIAL WORK STUDENTS:**

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

**ONLINE OR WEB-ENHANCED CLASSES:** Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

**FINAL EVALUATION AND GRADES DEPEND ON BOTH PRESENCE AND PARTICIPATION.** Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, expectation is that students will spend time reading and studying class materials.

### **STUDENTS WITH DISABILITIES:**

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements

for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided. Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

### **COURSE SCHEDULE**

	<b><u>DATES</u></b>	<b><u>TOPIC</u></b>
Unit I	06/02 - 06/08	<b>INTRODUCTION</b>
Unit II	06/09-06/15	<b>CONTEXT OF SOCIAL WORK IN HEALTH CARE:</b> Historical Perspective
Unit III	06/16-06/22	<b>CONTEXT OF SOCIAL WORK IN HEALTH CARE:</b> Contemporary Roles and Responsibilities <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Treatment</li> <li>• Case Management</li> <li>• Multidisciplinary Teams</li> <li>• Discharge Planning</li> <li>• Ethics</li> <li>• Cultural Relevancy and diversity</li> </ul>
Unit IV	06/23-06/29	<b>HEALTH CARE POLICY:</b> <ul style="list-style-type: none"> <li>• Social Security Act</li> <li>• Medicare Modernization Act</li> <li>• Affordable Healthcare Act</li> <li>• Patient Funding (Private/Government)</li> </ul>
Unit V	06/30-07/06	<b>HEALTH CARE SETTINGS:</b> <ul style="list-style-type: none"> <li>• Public Health</li> <li>• Acute care and Specialty Hospitals</li> <li>• Long-term care</li> <li>• Community Based Options</li> </ul>
Unit VI	07/07-07/13	<b>CHRONIC ILLNESS</b> <ul style="list-style-type: none"> <li>• Heart Disease</li> <li>• Stroke</li> <li>• Cancer</li> <li>• Diabetes</li> </ul>

- Obesity
- Arthritis

Unit VII 07/14-07-20

**WOMEN'S HEALTH**

- Breast Cancer
- Pregnancy/Breast Feeding
- Menopause
- Mental Health (depression; body image, aging)
- Violence Against Women

Unit VIII 07/21-07/27

**HEALTH OF OLDER ADULTS**

- Chronic Conditions
- Falls
- Dementia
- Caregiving

Unit IX 07/28-08/03

**SOCIAL HEALTH:**

- Substance Abuse
- Violence Prevention
- Wellness Promotion
- Global Health Security

Unit X 08/04-08/10

**Wrap-up**

Bibliography & Resources

