LOCATOR INFORMATION:

Semester:  
Course Number and Name: SWRK 380 Health and Social Work  
Semester Hours of Credit: 3  
Day/Time Class Meets:  
Room/Bldg.  
Instructor’s Name:  
Office Phone#:  
Fax: 910-672-1755  
Email Address:  
Office Location:  
Office Hours:  

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.

COURSE DESCRIPTION
Study of the characteristics of health and medical services in social work are discussed. Patterns of service delivery, rural, urban, gender, race and ethnic differences, roles, interventions, and issues related to helping clients in health settings will be addressed.

BSW Program Mission:  
The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks: to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the impact of diversity and difference on human behavior; to prepare students for leadership in the
professional community, and who will understand the dynamics of practice in a multicultural
society, and a global community.

**BSW Program Goals:**

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<thead>
<tr>
<th>Goal</th>
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<tbody>
<tr>
<td>1. To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities with emphasis on rural and military social work</td>
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<tr>
<td>2. To develop social workers who advance and promote social justice</td>
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<td>3. To empower social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, discrimination, and social and economic injustice.</td>
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<td>4. To inculcate in students respect diversity and an appreciation of difference as they prepare for service in a multicultural society and global community.</td>
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<td>5. To produce social workers who will be effective consumers and producers of research for evidence based practice</td>
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<td>6. To produce students who will embrace the concept of lifelong learners</td>
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**REQUIRED TEXT**

**RECOMMENDED INTERNET SITES**
FSU Blackboard: [http://blackboard.uncfsu.edu](http://blackboard.uncfsu.edu)

National Association of Social Workers: [http://www.socialworkers.org](http://www.socialworkers.org)


**SPECIFIC COURSE OBJECTIVES**
Upon completion of the course, students will be able to:

1. Specify basic characteristics of health care programs in the U.S. and identify major problems in the system

2. Describe the professional roles and functions of the social worker in health settings, including the origin and development of the profession of medical social work as a specialty professional service (400.1.1215).

3. Describe, identify and assess the major types of client need in relation to the provision of medical social work in the various health care settings (4.2.2).

4. Discuss common cultural, physical and psychosocial effects of illness, injury and disability (4.1.3).
5. Identify and describe key individual client strengths as well as community-based resources and assistance programs used in conjunction with health care social work (4.5.1).

6. Demonstrate critical thinking in interpreting information and collection, including interviewing in the health setting (through simulation exercises).

7. Identify issues and problems of diverse individuals including minority clients and individuals with disabilities in health care settings, and understand their implications for social work practice (4.1.3).

8. Understand the influence of disability on the behavior of the individual and the family within the context of their environment.

9. Identify cultural, racial, ethnic, gender and religious factors that affect the provision of health care services to various populations and the implications upon practice (4.1.3).

10. Discuss major legal and ethical issues in health care social work.

11. Discuss social work issues in a rural and urban healthcare setting (4.2.2).

12. Gain knowledge of practice strategies used with persons with disabilities including case management, advocacy, family and group work and interventions.

13. Understand disability as a form of human diversity that is susceptible to oppression and injustice on micro/mezzo/macro system levels.

14. Understand the importance of and dynamics of disseminating health care advice to client populations and communities (UNC Tomorrow 4.5.3).

**COURSE EVALUATION AND GRADING SCALE:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>83-91</td>
<td>B</td>
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<tr>
<td>73-82</td>
<td>C</td>
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<tr>
<td>64-72</td>
<td>D</td>
</tr>
<tr>
<td>63 &amp; below</td>
<td>F (failure)</td>
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**CLASS FORMAT:**
This is an interactive seminar and lecture/discussion class. Students are expected to have completed **required readings before class** and are expected to participate in class activities and to bring relevant information and question.

**Teaching Methods/Strategies:**
A variety of teaching methods will be used to help students master theory and social work practice. The class will provide opportunities for both theory and skill development. The
teaching strategies and methods will consist of lectures, class discussions, lecture/class discussions, application exercises, small and large group activities, video analyses, guest resource speakers, oral student presentations, and in class experiential activities. Blackboard, audio and visual materials will be utilized as supplementary materials as appropriate.

Course Expectations:
Students are responsible for all material assigned and discussed in the course. Assignments are to be submitted to the instructor on time. Assignments submitted late will be subject to a grading penalty. Students are expected to do assigned readings prior to class in order to enable them to participate in classroom discussions. It is expected that all students will participate in classroom discussions, experiential and group exercises.

CLASS POLICIES;
Attendance Policy:
All social work courses are preparation for professional practice. This means that excessive absences, tardiness and early departures will not be tolerated any more than such behaviors would be tolerated in the employment world. Regular and punctual class attendance and participation is expected and is an integral part of this course. The Social Work Program feels learning cannot take place unless the student is present during class meetings. To aid students in making the transition from student to professional, ABSENCES WILL NOT BE TOLERATED. One must recognize that commitment to a goal (in this case, learning) is important. Attending all classes constitutes a commitment to learning. Students are expected to attend class, arrive to class on time and to stay for the duration of the class. Students are expected to notify the instructor of absences before or after the absence. Absences beyond one will result in a letter grade reduction for each absence.

Policy on Students with Disabilities:
The university provides for the matriculation of all students without regard to sex, race, religion, or physical disability (FSU Catalog). The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

Honor Code:
The Student Honor Code is in effect in this course. Students who cheat on exams and/or assignments, or commit plagiarism, will receive a grade of zero (0) for the work on which the offense was committed. The maximum penalty is failure of the course. Students in the class who are aware of academic dishonesty on the part of classmates are expected to inform the instructor. Academic dishonesty is contrary to the ethics of the social work profession. It is also unfair to other students, and will not be tolerated in any form (see FSU Handbook).

Class Behavior: Telephones and/or beepers are to be turned off during class. Please refrain from eating or any behavior that distracts from the learning process. Students are expected to
contribute to class discussion and are encouraged to voice their opinions. Alternative points of view should be offered and received with tact. As social workers, we must be able to accept diversity of ideas and differences of opinion. Students should feel free to express their personal opinions, and refer to relevant personal situations without fear of disapproval or disrespect. However, the classroom is not a place in which to indulge in personal venting or support seeking.

**Student Presentations**
Presentations are expected to contribute to class discussion. Preparation includes reading the assigned readings prior to class and being attentive during class. Late papers will be reduced ½ letter grade for each day late.

**Written Presentations:**
The APA style of writing is required for all social work courses. Written work must show thoroughness, clarity, and professionalism. This includes first writing, reviewing, editing and then rewriting. All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar and punctuation as there will not be an opportunity to resubmit written work. All assignments must be typed, doubled-spaced, with pages numbered and include a titled page. Papers written from sources must include citations following the APA style of writing in the *Publication Manual of the American Psychological Association (latest edition)*. I suggest using the writing center, if necessary. Failure to use the APA style will result in points being taken off any papers written in this social work course.

All papers must also meet the following standards:

**Structure:** identifiable introduction, purpose or thesis statement, logical organization, transitions between paragraphs, effective summary or conclusion.

**Content:** significant content related to the purpose of the paper, appropriate content to support the purpose of the paper or thesis, documentation of sources using the APA style.

**Presentation or style:** correct voice, person, and variety in sentence structure as appropriate.

**Mechanics:** correct punctuation, grammar, standard English, spelling. All proofreading and corrections must be made w/ computer or typewriter.

Papers must be double-spaced w/ 1 l/4 inch margins.
Papers should have a cover sheet with title of paper and course number.

**REQUIRED COURSE ASSIGNMENTS**

**AGENCY VISIT**
1. Each student will schedule a visit to a local health department or health care facility in order to better understand how the facility provides services to the population that they serve. Student should not schedule visits to agency where they are currently employed. A 2-3 page typewritten report specific to the information provided is required.

15% UNC 4.1.1

**STUDENT FILM /VIDEO REVIEW**
2. In order for students to gain an increased awareness and understanding of how persons with disabilities are portrayed in the media and the extent to which their strengths and challenges are presented, students will view a film that involves persons with disabilities and turn in a typewritten 2-3 page critique. A few examples include: A Beautiful Mind, My Left Foot, and Born on the Fourth of July, Elephant Man, Of Mice and Men, Rainman, Children of a Lesser God, Mask, and Ice Castles.

15% UNC 4.5.1

3. **Group Integrative Health Written Assignment/Presentation** - Students will be required to submit a written report addressing common effects and responses to a selected health related topic that will include an assessment, social work interventions, discharge plan, resources and appropriate referrals for services. Students will identify 4-6 articles from 2011-2012 that specifically deal with the problem and integrate that information into the report.

20% UNC 4.1.1

Mid-Term Examination 20%
Final Examination 20%
Class Attendance/Participation 10%

**Final grades:**
Final grades are available online after they are posted.

The instructor reserves the right to make announced changes in course requirements, schedule and assignments. Whenever possible, such changes will include student input.
COURSE OUTLINE AND SCHEDULE

Weeks 1 & 2 - The Context of Social Work Practice in Health Care & Community Based Care

Unit Learning Objectives
1. Define the purpose of social work in health settings.
2. Trace the origin and development of medical social work as a specialty service.
3. Identify traditional and non-traditional medical social work settings and functions.
4. Understand principles of social work practice in health settings.
5. Understand the history of disability in the United States

Readings


Learning Methods
1. Lecture and discussion
2. Videotape –

- Social Workers: Healthcare’s Hidden Heroes
- What are You Staring At?

Week 3 - Interdisciplinary Collaboration, Practice and Conflict

Unit Learning Objectives
1. Assess interdisciplinary practice and understand the team concept
2. Identify roles, behaviors and possible conflicts that can arise with interdisciplinary practice.
3. Describe the relationship of the medical social work department to its host setting and other departments.
4. Identify key personnel in medical social work departments, including staffing trends and educational requirements.
5. Describe the roles of Quality Improvement and Peer Review programs in health settings.

Readings


Learning Methods
1. Lecture and discussion
2. Speaker (optional)
3. Exercise: Team Collaboration

Week 4 – Legal & Ethical Issues in the Delivery of Medical Social Work

Unit Learning Objectives
1. Discuss social work implications of legal dilemmas in health settings.
2. Identify boundaries and ethical dilemmas in health settings.
3. Impact of culture on ethical decision-making.

Readings
1. Dziegielewski, S. Chapter 4- Standards, Values & Ethics in Clinical Health Care Practice, p.72-103. (required)

2. NASW Health Standards


**Learning Methods**

1. Lecture and discussion
2. Handout - American Hospital Association's "A Patient's Bill of Rights"
3. Guest speaker (optional).
4. Video – End of Life Care: Ethical Dimensions

**Weeks 5 & 6 - Models of Professional Practice for Use in Health Settings & Persons with Disabilities**

**Unit Learning Objectives:**

1. Describe practice models in health settings.
2. Understand models of practice that allow looking at disability from a societal perspective.
3. Assess other frameworks for social work practice in health settings.
4. Understand how culture, race, ethnic may impact health related issues.

**Readings**

1. Dziegielewski, S. Chapter 13 – Case Management and Discharge Planning. (required)


**Week 7 – Disability: Social & Health Issues**

**Unit Learning Objectives**

1. Understand the development of a culture of disability.
2. Understand common stereotypes, fears and perceptions about persons with disabilities
3. Identify intervention skills in working with persons with disabilities based upon a strengths perspective, self-management, and empowerment.

**Readings**

1. Mackelprang & Salsgiver, Chapter 1, Societal and professional stereotypes. Pp. 3-19 & Chapter 2, Disability culture. Pp. 20-34. (required)


Learning Methods
1. Lecture and discussion
2. Guest speaker (s)
3. Awareness exercise
5. Video – —Amputees Speak Out

Weeks 8 & 9 Physical, Cognitive, Developmental & Psychiatric Disabilities

Unit Learning Objectives
1. Identify common and distinct needs and issues of people with various disabilities and their families.
2. Identify the many disabilities (physical, psychiatric, cognitive, developmental etc.) and how congenital vs. acquired onset impacts persons with disabilities and the adjustment process

Reading
1. Mackelprang & Salsgiver, Chapter 5, Persons with mobility disabilities, p. 82-102, Chapter 6, Persons with hearing impairment & blindness & Chapter 10, Persons with cognitive disabilities, p. 191-207. (required)
Learning Methods
1. Lecture and discussion
2. Guest speaker (s)
3. Exercise/role play
   —Bob Vogel: Go Beyond the Limits

Weeks 10 & 11 Physical and Psychosocial Effects of Illness, Injury and Disability

Unit Learning Objectives
1. Describe physical effects of illness, injury or disability (as appropriate).
2. Describe psychosocial effects and responses to illness, injury and disability
3. Describe the caregivers role and issues related to those roles.
4. Describe the financial impact of illness, injury, and disability.

Readings
1. Dziegielewski, S. (2003). Chapters 9 – Practice of social work in acute health care settings; Chapter 15 – The roles and services provided by the hospice social worker; Chapter 17 – Children with chronic and life-threatening illness. (required)


Learning Methods:
1. Lecture and discussion
2. Panel Discussion with guest speaker
3. Video - Stroke and Recovery

Weeks 12 & 13 - Unit Learning and Objectives Intake & Assessment

Unit Learning Objectives
1. Describe how the social worker identifies the patient's needs, strengths and problems
2. Describe how goals and objectives (short and long-term) are formulated.
3. Describe common intervention modalities used by the medical social worker.
4. Understand the various layers of the social model of assessment, including the biological, psychological/emotional, social, and cultural.
5. Understand the various systems and cultures that need to be taken into account in the assessment process.
Readings


Learning Methods
1. Lecture and discussion
2. Role Play
3. Handout - Social History Outline from a Medical Setting
4. Hand-outs – Recording styles
5. Handout - Medical prefixes and suffixes

Weeks 14 & 15 - Resources & Assistance Programs used in Conjunction with Health Care Social Work

Unit Learning Objectives
1. Identify and describe key resources and programs utilized in conjunction with medical social work.
2. Identify obstacles to and gaps in service delivery, particularly as related to serving people of color clients and women.

Readings

References


