WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

Social Work in Health Care

7. Explore the psychosocial impact and needs of clients and families experiencing specific illnesses and needs, including palliative and end of life care.

8. Examine the ethical issues confronting social workers in health care settings.

II. INSTRUCTIONAL METHODS

This course will include lecture material, case studies, and experiential group exercises, as well as independent research and writing. All students are expected to keep up to date with the reading assignments, which will serve as a background for lectures, class discussion and group activities.

III. COURSE EXPECTATIONS AND GRADING

There are two written assignments: a midterm and a final. There will also be class participation assignments that will be discussed in class. Basic requirements of assignments are included below. **Late papers can result in lower grades (reduction of half a grade per week).**

Please note that attendance is mandatory. Students missing more than two classes are at risk of failure for the course.

Format for Written Assignments

Papers should conform to APA 7th Edition (including page numbers, a title page and a reference page). Papers must draw from relevant literature in social work and other health care disciplines, and include citations and a reference page.

Each paper requires a **minimum** of **7** sources; at least **5** must be from **non-assigned** readings from the professional literature.

Grading Criteria

A letter grade (A, A-, B+, B, B-, C+, C or F) will be based on:

- Quality and scholarship of papers, including promptness and integration of materials: 80%
- Quality of class participation, including attendance: 20%

A breakdown of the total grade is as follows:

Assignment 1 – Midterm Paper & Presentation	40%
Assignment 2 – Final Paper	40%
Attendance & Participation	20%

Texts for the Course

Beder, J. (2006). Hospital social work: The interface of medicine and caring (1st Ed.). New York: Routledge.
ISBN: 0415950678; Retail List Price: $41.95 **Entire e-book available through YU Libraries**

Moniz, C. & Gorin, S. (2014). Health care policy and practice: A biopsychosocial perspective (4th Ed.). New York: Routledge
ISBN: 978-1-3179-38286 **Entire e-book available through YU Libraries**

Dziegielewski, S.F. (2013) The changing face of health care and social work: Opportunities and challenges for professional practice (3rd ED) New York: Springer
ISBN 978-0-8261-19842-1 **Entire e-book available through YU Libraries**

Gehlert, S. & Browne, T.A. (2012). Handbook of Health Social Work. Hoboken (2ne ED) NJ: Wiley Publishers. **Entire e-book available through YU Libraries**

Note: All required article readings are on-line through electronic reserve (ERES). Your instructor will distribute the password and directions to access these readings.

Course Requirements

Each student is responsible for developing two assignments that address issues as they relate to a chosen healthcare topic/population. Both will explore the psychosocial tasks facing a particular population affected by the

Assignment 1 Due Session 7 (Midterm Assignment)

1. Provide a few relevant statistics/data on the scope and size of the illness/issue that is the focus of your paper.

2. Provide some information on highlights of the sociocultural factors that may impact the patientôs experience.

3. What was the most significant information that you learned while doing this research?

4. What would you like social workers to be aware of and take special consideration of while working with a patient experiencing this issue/illness?

You can create and share slides with the class as part of your presentation ï remember the time limit!

Assignment 2 Due Session 13 (Final Assignment)

Choose a specific population or community in need of comprehensive health care and an example of an illness/issue that impacts this specific population. (This should be different from the one on which you wrote your midterm paper). Please provide the following:

1. Describe the biological basis of the illness (briefly).

2. Discuss the sociocultural factors that impact an individual

The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability.

Student Responsibilities

Register with the Office of Disability Services (ODS).

writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is NOT plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in a course will automatically FAIL the course and will be placed on Academic Probation and will be referred to the Associate Dean for disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following ñplagiarism checkerò websites, easily accessible, and generally free on Google:

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This unit focuses on a historical overview of social work in health care and a conceptual framework of social work in health care; also examined are the roles, responsibilities, and settings of social workers in the healthcare system.

Required Readings

Beder, J. (2006). *Hospital social work: The interface of medicine and caring* Chapters 3 & 4

Gehlert, S, & Browne, T.A. (2012). *Handbook of health social work (2nd Ed.)* Chapters 1, 2, 6

Dziewielewski, S.F. (2013) *The changing face of health care social work: Opportunities and challenges for professional practice (3rd Ed.)* Chapters 5 & 6

Recommended Readings

Cannon, I. (1951). Fifty years of medical progress: Medicine as a social instrument. *The New England Journal of Medicine, 244*(53), 717-724.

McAlynn, M & McLaughlin, J. (2008). Key factors impeding discharge planning in hospital social work: An exploratory study. *Social Work in Health Care, 46*(3), 1-27.

UNIT III: BIOPSYCHOSOCIAL ASSESSMENT AND INTERVENTIONS CENTERED AROUND THE IMPACT OF ILLNESS (SESSIONS 7-9)

Learning objectives covered: 2, 3, 4, 5

Learning Themes

This unit focuses on understanding coping and adaptation related to illness. It will include an overview of the impact of acute and chronic illness, psychosocial assessment, diagnosis, treatment planning and intervention with the patient and family/support system.

REQUIRED READINGS

Gehlert, S. & Browne T.A. (2012). *Handbook of Health Social Work (2nd Ed.)* Chapters 8, 10, 11, 13

Dziewielewski, S.F. (2013) *The changing face of health care social work: Opportunities and challenges for professional practice (3rd Ed.)* Chapters 5, 6, 8

Learning Themes

This final unit examine medical advances in social work practice. It also explores ethical issues connected to life-sustaining treatments, confidentiality, HIPAA, quality assurance, supervision, advance care planning and life supports. Finally, it addresses and explores disparities in health care and explores the roles of social workers as advocates for change.

Required Readings

Dziewielewski, S.F. (2013) *The changing face of health care social work: Opportunities and challenges for professional practice (3rd Ed.*) Chapter 4

Gehlert, S. & Browne T.A. (2012). *Handbook of Health Social Work (2nd Ed.)* Chapter 3

Recommended Readings

Beckerman, N. L. (1996). Advanced medical technology: The ethical implications for social work practice with the dying. *Practice, 8* (3), 5-18.

Moniz, C. & Gorin, S. (2014). *Health care policy and practice: A biopsychosocial perspective*. Chapters 9, 10, 11

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Anonymous (1998). Social work after the Americans with Disabilities Act: New challenges and opportunities for social service professionals. *Adolescence, 33*(130), 500.

Auslander, W. (2000). The short-term impact of a health promotion program for low-income African Americans. *Research on Social Work Practice,10*(1) 78-98.

Beauchamp, T., & Childress, J. (2001). *Principles of biomedical ethics, 5th Edition*. New York: Oxford University Press.

Beder, J. (1999). Evaluation research on the effectiveness of social work intervention with dialysis patients: The first three months.

Beckerman, N.L., Gelman, S.R. (2000). A shift in HIV reporting practices: A biopolitical analysis. *Journal of Health & Social Policy, 12*(2), 78-87.

Beckerman, N.L., Letteney, S., Lorber, K. (2000). Key emotional issues for couples of mixed HIV status. *Social Work in Health Care, 31*(4), 25-41.

Berkman, B. (1999). Standardized screening of elderly patientsôneeds for social work assessment in primary care: Use of the SF-36. *Health & Social Work, 24*(1), 9-17.

Bonuck, K. (1992). AIDS and families: Cultural, psychosocial and functional impacts. *Social Work in Health Care, 18*(2), 75-89.

Choi, N.G. (1999). No longer independent: The dynamics of care arrangements for frail elderly parents. *Journal of Gerontological Social Work, 32*(3), 27.

Cohen, M. & Gagin, R. (2005). Can skill development training alleviate burnout in hospital social workers? *Social Work in Health Care, 40*(4), 83-97.

Cox, C. (1999). Race and caregiving: Patterns of service use by African American and white caregivers of persons with Alzheimerôs disease. *Journal of Gerontological Social Work, 32*(2), 5-20.

Davidson, T., Davidson, J., & Keigher, S. (1999). Managed care: Satisfaction guaranteedé Not! *Health & Social Work, 24*, 191-197.

Didion, J. (2007). *The year of magical thinking*. New York: Vintage Books.

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Finn, J. (1999). An exploration of helping processes in an online self-help group focusing on issues of disability. *Journal of Public Economics, 24*(3), 220-232.

Frankel, A.J. & Gelman, S.R. (1998). *Case management: An introduction to concepts and skills*. Chicago, Ill: Lyceum Books.

Galambos, C. (1999). Resolving ethical conflicts in a managed care environment. *Health & Social Work, 24*, 191-197.

Gibelman, M., & Whiting, L. (1999). Negotiating and contracting in a managed care environment: Considerations for practitioners. *Health & Social Work, 24*, 180-190.

Goren, S. & Clark, E.J. (2006). The 2005 White House Conference on Aging: A social work perspective. *Health and Social Work, 31*(2), 137-144.

Herman, J. (1992). *Trauma and recovery*. New York: Basic Books.

Hughes, W. (1999). Managed care, meet community support: Ten reasons to include direct support services in every behavioral health plan. *Health & Social Work, 24*, 103-

Stein, G.L. (2004). Improving our care at lifeôs end: Making a difference. *Health and Social Work*, 29(1), 77-79.

Stein, G.L. (2002). Welcoming elder lesbian and gay patients in palliative care settings. *American Academy of Hospice and Palliative Medicine Bulletin*, 3(1), 6

Dhooper, S.S. (1997). *Social work in health care in the 21st century*. New York: Sage. Chapter 7, 249-260.

Dziegielewski, S.F. (2013). The changing face of health care social work: Opportunities and challenges for professional practice. (3rd Ed.). New York: Springer Publishing Company. Chapters 5, 6, 8, and 16.

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Howe, J. Hyer, K., Mellor, M.J., Lindeman, D., & Luptak, M. (2001). Educational approaches for preparing social work students for interdisciplinary teamwork on geriatric health care teams. *Social Work in Health Care, 32*(4), 19-42.

Ingersoll-Dayton, B., Schroepfer, T. & Waarala, C. (2003). Enhancing relationships in nursing homes through empowerment. *Social Work, 48*(3), 420-424.

Lacey, D. (2005). Nursing home social worker skills and end of life planning. *Social Work in Health Care*, *40*(4), 19-40.

Levine, C., & Murray, T.H. (eds.) (2004). *The cultures of caregiving: Conflict and common ground among families, health professionals, and policymakers.* Baltimore: Johns Hopkins University Press.

McClive-Reed, K.P., & Gellis, Z.D. (2010). Anxiety and related symptoms in older persons with dementia: Directions for practice. *Journal of Gerontological Social Work, 54*(1), 6-28.

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Smith, L.A., McCaslin, R., Chang, J., Martinez, P., & McGrew, P. (2010). Assessing the needs of older gay, lesbian, bisexual, and transgender people: A service-learning and agency partnership approach. *Journal of Gerontological Social Work, 53*(5), 387-401.

Stein, G.L., Beckerman, N.L., & Sherman, P.A. (2010). Lesbian and gay elders and longterm care: Identifying the unique psychosocial perspectives and challenges. *Journal of Gerontological Social Work, 53*(5), 421-435.

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Beder, J. (1995). Perceived social support and adjustment to mastectomy in socioeconomically disadvantaged Black women. *Social Work in Health Care, 22*(2), 55-71.

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McGregor, M.J., Lipowska, M., Shah, S., et al., (2003). An exploratory analysis of suspected drug-facilitated sexual assault seen in a hospital emergency department. *Women and Health, 39*(3), 71-80.

Munch, S., & Shapiro, S. (2006). The silent thief: Osteoporosis and women's health care across the life span. *Health & Social Work, 31*(1), 44-53.

Munch, S. (2006). The women's health movement: Making policy, 1970-1995. *Social Work in Health Care, 43*(1), 17-32.

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Stein, G.L. & Bonuck, K. A. (2001). Attitudes on end-of-life care and advance care planning in the lesbian and gay community. *Journal of Palliative Medicine*, 4(2), 173-190.

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