I. COURSE DOMAIN AND BOUNDARIES

This course uses a systems perspective to familiarize students with practice methods such as solution focused, crisis intervention, psychosocial, health behavior change, and applied group work with a special focus on health services. Special emphasis will be given to developing decision-making, negotiation, advocacy, and team-working skills. This course’s domains include an integration of current, empirically-based finds on health issues. Students are encouraged to view the problems of illness in the lifespan from several perspectives: psychosocial, family systems, cognitive behavioral and behavioral medicine interventions. The course also focuses on social policies and the effects on health care delivery systems. The goal of this course is to help students to be more effective social workers in systematically conceptualizing, identifying goals, offering treatment and service delivery resources for individuals, families and communities. Course content will emphasize the impact of diversity, social and economic justice within the context of ethical practice in the use of theories/interventions and practice skills.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
</tr>
<tr>
<td>Advance Human Rights and Social, Economic and Environmental Rights</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
</tr>
<tr>
<td>Core Competency</td>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Identify as a professional social worker and conduct oneself accordingly       | - Advocate for client access to the services of social work in health settings  
- Practice personal reflection, self-correction, and use of self in treatment and service provision situations to assure continual professional development and to effect positive change in the health status, health-related behaviors and knowledge of client systems  
- Attend to professional roles and boundaries  
- Demonstrate professional demeanor in behavior, appearance, and communication within an interdisciplinary healthcare team  
- Engage in career-long learning  
- Understand and recognize vicarious traumatization, stress-related disorders, caregiver fatigue, and burnout  
- Use supervision and consultation to improve practice in the concentration practicum setting |
| Apply social work ethical principles to guide professional practice            | - Recognize and manage personal values in a way that allows professional values to guide practice  
- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics to situations unique to the health setting  
- Tolerate ambiguity in resolving ethical conflicts  
- Apply strategies of ethical reasoning to arrive at principled decisions that foster the highest quality of care |
| Apply critical thinking to inform and communicate professional judgments | · Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom to effectively implement social work assessment and interventions that have been proven effective in health  
· Analyze orienting theories: cognitive, behavioral, psychodynamic, and family system as well as case management, theories of health behavior, brief therapy, and crisis intervention models of assessment, prevention, intervention, and evaluation used in health care  
· Demonstrate oral and written communication in working with individuals, families, groups, and communities in health care settings  
· Critically appraise the validity, generalizability and utility of scientific knowledge and common health care practices in order to implement empirically based practice methods of service delivery and treatments responsive to illness, stress-related disorders and functional deficits, and promoting physical, psychological, psychosocial and economic well being |
|---|---|
| Engage diversity and difference in practice | · Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate or create or enhance privilege and power and demonstrate knowledge of how this impacts access to health services  
· Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups  
· Recognize and communicate their understanding of the importance of difference in shaping life experiences and demonstrate an ability to advocate for those differences in a health setting  
· Use health practice and service delivery methods, as well as formulate policies that are sensitive and responsive to client system diversity along the lines of ethnicity, culture, class, gender, sexual orientation, religion, physical ability, mental ability, and national origin  
· View themselves as learners and engage those with whom they work as informants  
· Demonstrates competence in working with diverse clients in the concentration practicum setting |
<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Practice Behaviors</th>
</tr>
</thead>
</table>
| Advance human rights and social and economic  | · Understand the forms and mechanisms of oppression and discrimination, especially the consequences of poverty, discrimination, exploitation and oppression as related to services for people coping with illness and/or functional deficits  
· Engage in practices that advance social and economic justice and identify community, institutional, policy and practice advocacy interventions for addressing both underlying causes of inequities, and the consequences in terms of disparities of health care and access to health care  
· Understand the dynamics of social and economic justice in the context of practicum work in a health setting                                                                                          | justice                                                                                      |
| Apply knowledge of human behavior and the social environment | · Utilize conceptual frameworks of health issues throughout the lifespan to guide the processes of assessment, intervention, and evaluation  
· Critique and apply knowledge to understand person and environment and utilization of community resources as a strategy for enhancing service delivery for those in need of health care interventions  
· Identify and access community health-related resources, as well as educational resources and participatory strategies, such as fostering grassroots health-related projects, to encourage health resource use by clients and their families in the practicum setting  
· Implement empirically based health treatments and services taking into account individual, family, community and institutional resources. |
| Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | · Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities  
· Use empathy and other interpersonal skills  
· Develop a mutually agreed-on focus of work and desired outcomes  
· Assess client strengths and limitations  
· Select appropriate clinical intervention strategies that have been proven effective in health  
· Develop mutually agreed-on intervention goals and objectives  
· Initiate actions to achieve organizational goals  
· Implement prevention interventions that enhance client capacities  
· Help clients resolve problems  
· Perform skills related to capacity building, including family involvement, clarification of family roles, advocacy, values and ethics clarifications, negotiation, team-building and decision-making strategies, and the utilization of both spiritual and church-based supports and resources  
· Negotiate, mediate, and advocate for clients  
· Demonstrate how the capacity building approach to social work as applied to health, including how to integrate multiple levels of practice when working with individuals, families, community groups, and health care organizations  
· Effectively assess and intervene in client systems at an advanced level utilizing empirically based health treatments and services  
· Facilitate transitions and endings  
· Social workers critically analyze, monitor, and evaluate interventions |
III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.
**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsypcenter@wustl.edu or call directly to 314-935-3445.

There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential
any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

Required textbook:
VI. ORGANIZATION OF COURSE

The course is organized to contextualize and provide an overview of social work practice methods and to provide guidance in the “when, how, and with whom” to apply them in healthcare contexts. After contextualizing health social work in the field of health care and its myriad disciplines and professions, the class will survey and consider a range of theoretical methodologies and their applications in healthcare settings (broadly defined). These include task-centered casework, family systems, solution-focused, crisis intervention, behavioral and cognitive behavioral, and motivational interviewing. Special emphasis will be placed on the decision making involved in the translating theoretical modalities to the unique practice contingencies faced by social workers in health care settings. Each student will be responsible for providing background on one of the theoretical methodologies. The content of the course will be presented in a variety of methods: didactic lecture, case presentations, and interactive class discussions. The specific requirements for assignments and expectations are described in more detail in Sections VIII and IX.

VII. ROLE OF FACULTY AND STUDENT

Instructor: The instructor will be responsible for the learning environment and course content. The instructor will grade all assignments and provide appropriate feedback. The instructor will be available to respond to student questions and concerns following class, by telephone, or by appointment. Students are encouraged to actively seek the instructor’s guidance regarding classroom instruction and the application to their practice and future development.

Students: Students will be responsible for attending class sessions on time, completing required reading/writing assignments prior to the session for which they have been assigned, and actively participating in weekly class lectures and discussions. If a student cannot make class or complete an assignment, please contact the instructor before class either via e-mail, telephone, or in person.
Unexcused absences and tardy arrivals will be considered in determining the course grade. Assignments that are turned in after the due date will receive a 10-point percentage reduction for each day that they are late (the day ends at 5pm). Papers must be emailed to Corliss at (Corlissburton@wustl.edu) if late and a hardcopy provided in the next attended class.

Readings listed as required should be read prior to the class session for which they are assigned. Reading listed as optional are for the benefit of the student.

Students are expected to use APA format (6th edition) in preparing written assignments. They are expected to turn in their papers in complete form (i.e., grammatically correct and formatted according to APA guidelines). All work and citations will be reviewed. Any form of plagiarism will result in an automatic failure of the course and notification sent to the Dean of Academic Affairs. It is recommended that students consult with the Writing Center when completing assignments. If assignments are not APA quality and format is not followed, the student will be asked to consult with the Writing Center prior to receiving a grade.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Hard copies of assignments are due in person prior to or on the date for which they are assigned. In addition to the hardcopy, papers should be emailed to the Adjunct Instructor, Corliss Burton, by the end of class on the due date.

The assignments and their contributions to the overall course grade are as follows:

Assignment #1: Presentation of Theoretical Methodology. Due-Date Varies by student and session (30% of total grade) groups presenting during sessions 4, 5, 6, 7, 8, 9, & 10.
Assignment #2: Critical Reflection Paper I. Due by Session 9, October 29 (15% of total grade).
Assignment #3: Intervention Paper. Due by Session 14, December 3 (30% of total grade).

The additional 25% of the course grade will be assigned as follows:

Final Assignment: Critical Reflection Paper II & Class Discussion. Due by Session 15, December 10 (15% of total grade).

The final questions and discussion will be held during the last class session for completion during that class session. It potentially will cover all class content and discussion.

Complete assignment descriptions can be found at the bottom of the syllabus.

Class participation: (10% of total grade)

Students are expected to engage actively in class discussions and will be given a weekly participation grade, which will reflect the student’s active engagement and contributions to the class.
**Grading Cut-offs:**
A (100-94); A- (93-90); B+ (89-88); B (87-84); B- (83-80); C+ (78-79); C (77-74); C- (73-70); D+(69-68); D (67-64); D- (62-61); F (<60).

**IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reflection Papers (2)</td>
<td>C1, C2, C3, C4</td>
<td>Person, Environment</td>
</tr>
<tr>
<td>Intervention Paper (1)</td>
<td>C1, C2, C3, C4, C6, C7, C8, C9</td>
<td>Person, Environment, Time</td>
</tr>
<tr>
<td>Theoretical Methodology Assignment</td>
<td>C1, C2, C6, C7, C8</td>
<td>Person, Environment, Time</td>
</tr>
</tbody>
</table>
X. COURSE OUTLINE

Session 1: August 27, 2019

Introduction to the Course I
Health Social Work: Who We Are and What We Do

Lecture and discussion will include:
Introduction and orientation to class members and practicum sites
Overview of the course, assumptions, goals, expectations, and assignments
The conceptual underpinnings of health social work
Distinguishing what is unique about social work among health care disciplines and professions

Required Reading:


Optional Reading:


Students will be assigned to a theoretical methodology group for assignment #1 presentation and deconstructed role-play (due in corresponding sessions 4, 5, 6, 7, 8, 9 & 10).
Students will receive the Rubric/Instructions for Assignment # 3 (Due December 3)

Session 2: September 3, 2019

Introduction to the Course II
Health Social Workers as Members of Healthcare Teams
The Scope of Health Social Work

Lecture and discussion will include:
The place of health social work within the healthcare arena
Review of healthcare settings in which social workers are employed
Social work panel of scope of services and commonly used interventions

Required Reading:


Optional Reading:


Session 3: September 10, 2019

Overview of Theoretical Methodologies in Health Social Work

Lecture and discussion will include:
Review of orienting theories in time-limited setting: task-centered, family systems, strengths-based/solution-focused, crisis intervention, cognitive, and behavioral
Use of interventions in a healthcare setting

Required Reading:


Optional Reading:


Students will receive the instructions for Assignment #3 (Due December 3, 2019)

Session 4: September 17, 2019

Theoretical Methodologies: Task-Centered Interventions

Lecture and discussion will include:
The theory underlying the method
Empirical-base for its use
Indications and contraindications
Use with vulnerable and special populations
Deconstructed role-play with use of the method

Required Reading:


Optional Reading:

Session 5: September 24, 2019

Theoretical Methodologies: Strengths-Based/Solution-Focused

Lecture and discussion will include:
The theory underlying the method
Empirical-base for its use
Indications and contraindications
Use with vulnerable and special populations
Deconstructed role-play with use of the method

Required Reading:


Session 6: October 1, 2019

Multi-disciplinary Social Work Panel

Lecture and discussion will include:
The experiences of a multi-disciplinary team related to social work interventions
Communication with social work across a multi-disciplinary team

Required Reading:


Students will receive the rubric/instructions for assignment # 2.
Theoretical Methodologies: Crisis Intervention

Lecture and discussion will include:
The theory underlying the method
Empirical-base for its use
Indications and contraindications
Use with vulnerable and special populations
Deconstructed role-play with use of the method

Required Reading:


Break: October 15, 2019 (NO CLASS)

Session 8: October 22, 2019

Theoretical Methodologies: Behavioral and Cognitive Behavioral

Lecture and discussion will include:
The theory underlying the method
Empirical-base for its use
Indications and contraindications
Use with vulnerable and special populations
Deconstructed role-play with use of the method

Required Reading:

Theoretical Methodologies: Motivational Interviewing

Lecture and discussion will include:
The theory underlying the method
Empirical-base for its use
Indications and contraindications
Use with vulnerable and special populations
Deconstructed role-play with use of the method

Required Reading:


Assignment #2 is Due.
Session 10: November 5, 2019

**Ethical Considerations in Healthcare**

*Lecture and discussion will include:*
*An overview of ethics in a healthcare setting*
*Consideration of biomedical ethics*

**Required Reading:**


**Optional Reading:**


Session 11: November 12, 2019

**Toolkit Interventions**

*Lecture and discussion will include:*
*Empirical-base for its use*
*Indications for use*
*Use with vulnerable and special populations*

**Required Reading:**


Family Centered Care
Physical Health and Mental Health of Patients/Families with Chronic Health Conditions

Lecture and discussion will include:
The theory underlying family centered care and its use
Physical and mental health implications on patient and families with chronic health conditions
Patient and Family Reflections

Required Reading:


Theoretical Methodologies: Palliative Care

Lecture and discussion will include:
Empirical-base for its use
Indications and stigma associated with approach
Use with vulnerable and special populations

Required Reading:


Cultural Understanding Handout on End of Life *(provided in a previous class)*.

**Session 14: December 3, 2019**

Physical Health and Mental Health:
The Implications of Chronic Health Conditions for Mental Health Functioning
Maintaining Physical Health in the Face of Serious Mental Illness

*Lecture and discussion will include:*
*Mental health impacts on professional caregivers*
*Self-Care*

Required Reading:


Assignment #3 is Due.  

Session 15: December 10, 2019

Integration of Course Instruction and Discussion to Date
Implications for Practice

Lecture and discussion will include:
Discussion of student generated questions and articles

Required Reading:


Assignment #4 is Due.

Assignment Descriptions

Assignment #1: Presentation of Theoretical Methodology

Each student in the course will be assigned to one of the theoretical methodologies (in Session 1) presented in the course and be responsible for presenting as a group during the session in which that methodology is featured (e.g., Session 4, Task-Centered). Each student group will present for approximately 45 minutes and then participate in a class deconstructed role-play session. One person from the group will serve as the client outlined in a case scenario to be used throughout all the theoretical methodology sessions for the deconstructed role-play.

Topics to be covered during the presentation are as follows:

1. A definition of the theoretical methodology and its origins;
2. The rationale of the methodology in terms of how human problems are defined (e.g., originating in cognitive processes, originating from the structure and function of families). In preparing this, students approach it from the standpoint of how the developers of the methodology defined how and from where human problems arise;
3. What domains are considered appropriate for the theoretical methodology? What are its indications (i.e., for what problems and populations is it said to be appropriate) and contraindications (i.e., for what is it not appropriate);
4. Is it primarily used in health or in other domains?
5. What have been its applications in health? Is there a pattern?
6. What has been its use in health social work (extent, practice settings, populations)?
7. What is the evidence-based practice/research for its effectiveness?

A rubric for this assignment will be provided in Session 1 (August 27) and is due in the corresponding session as the theoretical methodology (Sessions 4, 5, 6, 7, 8, 9, 10).
Assignment #2: Reflection Paper I (1 to 2 Pages)

This individual assignment will be a critical reflection process which will allow an objective and learning focused method of thinking through an intervention within a clinical care practice or situation that may be new, uncomfortable, or stressful. In this assignment, you will document your experience, your thoughts from either this class or from your previous work or practicum experiences as to how an intervention of your choosing integrates into your personal practice. These reflections can be based upon your class readings, your course/class observations, your experiences, etc. You will need to include at least one social work core competency into your critical reflection. Also, at least one article should be cited to help with elaborating on your reflection.

The Critical Reflection Paper should be loaded onto Canvas by Session 9, October 29, 2019.

A rubric and the additional instructions for this assignment will be provided during Session 6 (October 1) and is due in Session 9 (October 29).

Assignment #3: Intervention Paper

Students will submit a 6 to 8 page paper based on an assigned case scenario with the corresponding diagnosis. Students will be expected to write about intervention(s) they would use with the particular client after learning of the different theoretical methodologies and explain why they would use the particular method(s), providing the empirical evidence.

A rubric and additional instructions for this assignment will be provided during Session 1 (August 27, 2019) and is due in Session 14 (December 3, 2019).

Assignment #4: Critical Reflection II/Class Discussion and Sharing (2 to 3 Pages)

This more expanded individual assignment for a critical reflection will illicit each student to write about any questions or thoughts that may have arisen within this course in regards to the different interventions. You will incorporate at least two social work core competencies and cite at least one article/journal or text from your readings which correlate or provoked your reflection. These are questions or thoughts that evolved for the student from topics during the semester. These thought(s) or question(s) should allow you to anticipate your future practice, whether they have clinical, ethical, cultural or moral implications in nature. What do you think are the most significant concerns, challenges or issues that need to be addressed by health social work in the future? The Critical Reflections Paper should be submitted into Canvas by session 15 (December 10, 2019). The topics will also be discussed during class in Session 15.

***Note: Bring a hardcopy of your Critical Reflection Paper to class for discussion on December 10 Session 15