I. COURSE DOMAIN AND BOUNDARIES

This application-based course will provide students with knowledge of evidence-based social work practice and services in health care at the individual and group level. This course, building on psychosocial, behavioral, and group theories, will cover the phases of social work practice in health care, including the assessment phase, the intervention phase, and the termination/evaluation phase. Specific services and skills used in each phase of health care practice will be described. These services and skills include screening, assessment and documentation, intervention planning, case management, crisis intervention, bereavement counseling, adherence counseling, discharge planning, and evaluation of services. Students will have an opportunity to increase their awareness of the use of self in all phases of social work practice. The interdisciplinary team approach, critical in health care, will be discussed. Issues related to social justice will be examined in relation to health care delivery and to social work practice within health care. Included are issues related to race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental disability or illness, age, and national origin. Ethical issues in health care, including those relating to patient rights, self-determination, confidentiality, and managed care will also be considered.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ethical and professional behavior</td>
<td>C1</td>
</tr>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic justice</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice</td>
<td>C4</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</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>
</tbody>
</table>
III.  BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

Student Handbook 2017-2018

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

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 English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students’ English language proficiency and to facilitate their academic success at Washington University. 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 which 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 include such activities as 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 will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources. Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The 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 points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

IV.  WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and 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 Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

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: shs.wustl.edu/MentalHealth.

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office in Brown Hall, room 320.

V. COURSE MATERIALS AND TEXTS

Required textbook:


Additional book:


VI. ORGANIZATION OF THE COURSE

The course is organized to contextualize and provide an overview of evidence-based social work practice and services in health care. 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 social work roles in health care and provide an overview through the lens of diagnosis, intervention, and termination/evaluation. We will take a broad view of health social work in hospital, outpatient, and community settings, including Accountable Care Organizations and Patient Centered Medical Homes. Health social work will be extended to include prevention and treatment. Special emphasis will be placed on culture and world view as they affect health behavior. The content of the course will be presented in a variety of methods: didactic lecture, case presentations, and interactive class discussion. The specific requirements for assignments and expectations are described in more detail in a separate document.

VII. ROLE OF FACULTY AND STUDENTS

Instructor: The instructors will be responsible for the learning environment and course content. The instructors will grade all assignments and provide appropriate feedback. The instructors will be available to respond to student questions and concerns following class, by telephone, or by appointment. Students are encouraged to actively seek the instructors’ 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 placed in the instructor's mail box by that time.

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 and will not be covered on the final examination.

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 will be reviewed and citations 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. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>Graded Assignment</th>
<th>Competencies</th>
<th>Dimension Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of social work in health care paper</td>
<td>C1</td>
<td>Knowledge, skills, cognitive and affective processes</td>
</tr>
<tr>
<td>Presentation of Assessment Tool</td>
<td>C2, C4, C6, C7, C8</td>
<td>Knowledge, skills, cognitive and affective processes, values</td>
</tr>
<tr>
<td>Non-traditional Medicine Paper</td>
<td>C1, C2, C3, C4, C6, C7, C8</td>
<td>Knowledge, skills, cognitive and affective processes, values</td>
</tr>
<tr>
<td>Affordable Care Act Research and Discussion</td>
<td>C1, C2, C3, C4, C5, C8</td>
<td>Skills, cognitive and affective processes, values</td>
</tr>
<tr>
<td>Case Assessment Exam</td>
<td>C1, C2, C3, C4, C6, C7, C8</td>
<td>Knowledge, skills, cognitive and affective processes, value</td>
</tr>
</tbody>
</table>

**IX. ASSIGNMENTS AND GRADING CRITERIA**

Hard copies of assignments are due in person prior to or on the date for which they are assigned. Papers should not be e-mailed to the instructor nor should they be placed in the Blackboard Dropbox. Specific information on the assignments will be contained in a separate document.

A final examination will be given during the last class session for completion during that class session. It potentially will cover the all lectures, class discussion, and readings. This exam will focus on overall knowledge and understanding of key concepts and interventions. Specific information about the final will be contained in a separate document.

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. COURSE OUTLINE

Session 1: January 22, 2018

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

Lecture and discussion will include:
What is health social work?
What are its domains and venues?
How has it changed over time?

Required Reading:
Gehlert & Brown, chapter 1 (The conceptual underpinnings of health social work)

Session 2: January 29, 2018

Introduction II

Lecture and discussion will include:
What social work roles are key to the new healthcare environment?
How can health social workers best function on healthcare teams?

Required Reading:
Gehlert & Brown, chapter 2 (Social work roles and healthcare settings), chapter 16 (Nephrology social work)


Psycho-oncology: Where the Field is Headed. https://vimeo.com/135103231

Note: Assignment #1 distributed on this date. Due on February 5, 2018.

Session 3: February 5, 2018

Introduction III / Assessment I

Lecture and discussion will include:
The health social work process (assessment, intervention, and termination/evaluation) and how it works across settings and venues (hospitals, outpatient facilities, community-based organizations, disease-specific organizations, etc.). Overview and basics of assessment in health social work.
Required Reading:


Note: Assignment #1 due.

Assignment #2 distributed on this date. Research and review assessment materials for presentations on February 12 and February 19, 2018. Be ready to discuss the assessment including its clinical indicators, research backing, and any limitations or challenges.

Session 4: February 12, 2018

**Assessment II**

*Lecture and discussion will include:*

*Presentations of assessment tools.*

Required Reading:

Gehlert & Browne, chapter 8 (Physical and mental health: Interactions, assessment, and intervention)

Assessment tools to review:

- Adult services functional assessment. [http://info.dhhs.state.nc.us/olm/forms/doa/DAAS-6220.pdf](http://info.dhhs.state.nc.us/olm/forms/doa/DAAS-6220.pdf)
- K10+ Self-administered Questionnaire. [http://www.hcp.med.harvard.edu/ncs/k6_scales.php](http://www.hcp.med.harvard.edu/ncs/k6_scales.php)
- St. Louis University Mental Status (SLUMS) Exam [http://aging.slu.edu/pdfsurveys/mentalstatus.pdf](http://aging.slu.edu/pdfsurveys/mentalstatus.pdf)
  - Depression Screening (PHQ-9), pp.6-11.
  - Substance Use Screening and Assessment (CAGE-AID), pp.26-27.
  - Suicide Risk Assessment (SBQ-R), pp. 28-34.
- Suicide Prevention Resource Center. Suicide Assessment Five-step Evaluation and Triage (SAFE-T) for mental health professionals. [http://store.samhsa.gov/shin/content//SMA09-4432/SMA09-4432.pdf](http://store.samhsa.gov/shin/content//SMA09-4432/SMA09-4432.pdf)
Note: Group 1 Assessment Presentations.

**Session 5: February 19, 2018**

**Assessment III**

*Lecture and discussion will include:*

*Continue presentations of assessment tools. Written and oral health communication with healthcare professionals and community members from different backgrounds.*

*Required Reading:*

Gehlert & Browne, chapter 9 (Communication in health care)


Note: Group 2 Assessment Presentations.

**Session 6: February 26, 2018**

**Intervention I**

*Transitions of care models under the Affordable Care Act: Linking health care and communities*

*Lecture and discussion will include:*

*Health social work functioning in Accountable Care Organizations & potential new directions in health care*

*Required Reading:*

The ASCO Post (Sept 30, 2016), ASTRO 2016: Intervention closes racial gap and improves treatment rates for early-stage lung cancer.


Note: Assignment #3 distributed on this date. Due on March 5, 2018.
Session 7: March 5, 2018

**Intervention II**

Transitions of care models under the Affordable Care Act: Linking health care and communities

*Lecture and discussion will include:*

*Health social work functioning in Accountable Care Organizations*

*How to ensure clinical supervision*

**Required Reading:**


Note: Assignment #3 due.

Session 8: March 12, 2018

**Intervention III**

*Lecture and discussion will include:*

*What chronic illness demands of patients, families, and communities*

*End of life care*

*Pain and palliative care*

**Required reading:**

Gehlert & Browne, chapter 20 (End-of-life care), and chapter 21 (Pain and palliative care)


**Spring Break – No Classes**

*(March 19-23)*
Session 9: March 26, 2018

Intervention IV

Lecture and discussion will include:
Case management in the new healthcare environment

Required reading:

Gehlert & Browne, chapter 11 (Families, health, and illness), chapter 18 (Social work and chronic disease: Diabetes, heart disease, and HIV/AIDS)

Session 10: April 2, 2018

Intervention V

Lecture and discussion will include:
Crisis intervention in health care

Required Reading:


Session 11: April 9, 2018

Intervention VI

Lecture and discussion will include:
Adapting traditional intervention modalities for use in healthcare settings
Brief treatment and task centered approaches
The role of health social work in prevention

Required reading:


Session 12: April 16, 2018

Intervention VII

Lecture and discussion will include:
Health social work in and with communities
Culture and health, part one
Required reading:
Gehlert & Browne, chapter 6 (Community health)

Note: Assignment #4 distributed. Due on May 7, 2018.

**Session 13: April 23, 2018**

**Assessment / Intervention / Termination**

*Lecture and discussion will include:*
*Culture and health, part two*
*Ethical practice/self in practice*

Required reading:
Gehlert & Browne, chapter 10 (Communication in health care)

**Session 14: April 30, 2018**

**Termination and Evaluation of Practice**

*Lecture and discussion will include:*
*Transference and termination*
*Evaluation of practice*

**Session 15: May 7, 2018**

**In-class Final Examination**

See companion document for description.

Note: Assignment #4 due.