COURSE DESCRIPTION
This course provides the student with a conceptual, ethical and practice framework for social work practice in health care. It provides an overview of the United States health care system, the unique knowledge and skill base of social work in health care, the biopsychosocial/spiritual impact of illness on patients and their family members/support system and the special psychosocial needs of populations most often served in medical social work. The course also provides an overview of common ethical dilemmas unique to social work practice in health care. This course is linked to course content in other first year courses such as Human Behavior in Social Environment, Foundations of Social Work Practice I & II, which aim to sensitize students to social contexts and their impact on individual, group and community functioning. There are no prerequisites for this elective.

LEARNING OBJECTIVES
At the conclusion of this course students will have a knowledge and skill base regarding:

- How the health care system in the United States is organized;
- How health care systems in the United States are accessed and paid for;
- The unique role, skills, knowledge and value base of social work in the health care system; ability to apply the biopsychosocial/spiritual model in assessment and intervention;
- The nature of chronic illness and its psychosocial impact on the individual and family;
- The diverse specialties and settings for the delivery of health care social work;
- The psychosocial impact and needs of clients and families experiencing specific illnesses and needs including palliative and end of life care;
- The ethical issues confronting social workers in health café settings.
**PLAGIARISM**
Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and 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 this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

**HIPAA ALERT**
In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

**CONFIDENTIALITY**
Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

**STUDENTS WITH DISABILITIES**
Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

**E-RES (Electronic Reserve)**
Most of the books and articles mentioned in the curriculum are available on electronic reserve [E-RES]. You can access the full text articles from your home or from a university computer at no charge.
How do I Use E-RES?
1. Go to your class Canvas page.
2. Click the link “Library Resources and E-Reserves
3. If the article does not appear on the Canvas list go to the library home page, under E-Reserve enter course number-SWK6241- password is Wurzweiler (lower case)
4. If you have accessing e-reserves email ereserves@yu.edu

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.

REQUIRED TEXTS


RECOMMENDED BOOKS

COURSE ASSIGNMENTS
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 (HALF A GRADE EACH WEEK).

MID-TERM ASSIGNMENT(6-8 pages) DUE: Session 7
Each student will be required to submit a mid-term paper as well as participate in a brief presentation. Both will explore the psychosocial tasks facing a particular population affected by the impact of illness, and the knowledge base that informs a biopsychosocial assessment of a person facing a particular illness.

Each student is responsible for developing her or his own mid term paper that addresses the following issues as they relate to a chosen health care topic/population such as: HIV/AIDS; palliative, hospice and end of life care, oncology (adult or pediatric); elder/long term care; women’s issues/domestic violence, LGBTQ population.

- Provide relevant statistics/data on the scope and size of the the illness/issue that is the focus of your paper.
  
  Excellent sources of data are available from: the U.S. Centers for Disease Control and Prevention(CDC) (www.cdc.gov); the CDC’s Morbidity and Mortality Weekly Report (MMWR) (www.cdc.gov.mmrw) the Robert Wood Johnson Foundation (www.rwjf.org) and the Kaiser Family Foundation (www.kff.org).

1. How might the nature and scope of the illness/condition impact the patient?
2. How might the health care delivery system impact the patient's experience of the illness//condition?
3. How might sociocultural factors (race/religion/gender) impact the patient's experience of the illness//condition?
4. What may a biopsychosocial assessment for a patient facing this illness/condition include?
5. What role would a social worker play in the life of a patient facing this illness/condition? (Learning Objectives 1,2, 3)

**FINAL ASSIGNMENT** (8-10 pages)  
DUE: Session 13

Choose a specific population in need of comprehensive health care and from a biopsychosocial framework (different from the one you wrote your midterm paper on). You may also choose a different cohort.

1. Describe the biological basis of the illness (briefly).
2. Discuss how sociocultural factors impact on an individual with this illness.
3. Discuss the psychosocial impact of illness for the individual and family/loved ones.
4. What should go into a social work assessment?

5. What should be anticipated as a possible treatment plan that would be most responsive to those facing this illness?

5. What potential ethical dilemmas might be present when working with this population?  
*(Learning Objectives 1-6)*

**Format for Written Assignments**
Papers are to be typed, double-spaced and conform to APA, 5th Edition style. Papers must draw from relevant literature from social work and other health care disciplines, and include citations and bibliography. Each paper requires a minimum of 7 sources, 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%.

At the end of this syllabus is a bibliography of recommended references for the midterm and final papers.

**SESSION OUTLINE**

**LEARNING THEME I: Introduction to the U.S. Health Care System, History and Where We Stand Now**

(Learning objectives 1-2)

(Sessions 1-3) **Classroom Focus**-Historical overview of health care services in the U.S., structure, organization and delivery of health care, managed care, Affordable Care Act. Access to care

**REQUIRED READINGS**


Dziegielewski, S.F, (2013). The changing face of health care social work: Opportunities and challenges for professional practice (3rd Ed.) Chapters 1&3

RECOMMENDED READINGS

Moniz & Gorin (2014) – Chapters 5, 6, & 7

LEARNING THEME II: The Unique Role of Social Work in Health Care;

(Learning objectives 2-3, 5)

(Session 4-6) Classroom Focus: Historical overview of social work in health care and a conceptual framework of social work in health care; roles, responsibilities, and settings of social workers in health care

REQUIRED READING

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


RECOMMENDED READING


LEARNING THEME III: Biopsychosocial Assessment and Intervention around Impact of Illness Issues (Learning objectives 2-5)
(Session 7-9) Classroom Focus: Coping and adaptation, overview of impact of acute and chronic illness, psychosocial assessment, diagnosis, treatment planning and intervention with the patient and family/support system.

REQUIRED READINGS


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


RECOMMENDED READINGS


LEARNING THEME IV: The psychosocial issues and needs of populations frequently seen in medical social work

(Learning objectives 2-6)

(Session 10-12) Classroom Focus: psychosocial impact of illness issues facing specific illnesses and health conditions

REQUIRED READINGS:

Beder, J. (2006). *Hospital social work: The interface of medicine and caring* Chapters 5, 7, 8, 9, 12

Dziewielewski, S.F. (2013) *The changing face of health care social work: Opportunities and challenges for professional practice (3rd Ed.)* Chapters 9, 10, 11, 12

RECOMMENDED READING
LEARNING THEME V: Ethical Issues for the Social Worker in Health Care; Inequality and Health; Cultural Competency (Learning objectives 2-6)

(Classroom Focus: The role of medical advances in social work practice, life-sustaining treatments, confidentiality, HIPPA, quality assurance, supervision, advance care planning, life supports, and disparities in health care.

REQUIRED READINGS

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


RECOMMENDED READIN


Bibliography


Oxford University Press.


**RECOMMENDED REFERENCES FOR MIDTERM FINAL PAPERS**

**HIV/AIDS**


**PALLIATIVE, HOSPICE, AND END-OF-LIFE CARE**


ONCOLOGY


ELDER CARE / LONG-TERM CARE / CAREGIVING FOR OUR ELDER


**WOMEN’S ISSUES / DOMESTIC VIOLENCE**


Beder, J. (1995). Perceived social support and adjustment to mastectomy in


**LESBIAN, GAY, BISEXUAL, AND TRANSGENDERED PEOPLE**


