

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

**SOCIAL WORK IN HEALTH CARE
SWK 6241
SPRING 2019**

COURSE DESCRIPTION

This course provides students with a conceptual, policy, and practice framework for social work practice in health care. It provides an overview of the U.S. health care system – including the impact of health care reform – the unique knowledge and skill base of social work in health care, the biopsychosocial impact of illness on patients and their family members and support systems, and the special psychosocial needs of populations most often served in health care social work. 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, Palliative Care: Social Work Practice with Advanced, Serious Illness, and Social Welfare Organization – which aim to sensitize students to social contexts and their impact on individual, family, group, and community functioning. There are no prerequisites for this elective.

I. EXPANDED KNOWLEDGE BASE

Upon successful completion of this course, students should have acquired an understanding of:

- How the health care system in the U.S. is organized.
- How health care services in the U.S. are accessed and paid for.
- An introduction to private health insurance, public health insurance through Medicare and Medicaid, and their wider availability through the Affordable Care Act.
- The roles and responsibilities of health care social workers.
- The diverse specialties and settings for the delivery of health care social work;
- An appreciation of the different needs and issues presented by clients and families facing diverse health concerns, as well as social work interventions to address them.
- Palliative care and hospice approaches for compassionate care near the end of life.

II. INSTRUCTIONAL METHODS

This course will include readings, case studies and exercises, and experiential group exercises, as well as independent research and writing. All students are expected to keep

up to date with the reading and written assignments, which will serve as a background for class activities, exercises, and assignments, and provide important background material and building blocks for each class.

III. COURSE EXPECTATIONS AND GRADING

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: \$42.95
- 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.
ISBN-10: 0826119425; Retail List Price: \$90.00
[Note: Use of the 3rd edition of this text is required; the 2nd edition is over a decade old.]
- Haneke, Michael (Director) (2013). *Amour*. Sony Pictures Classic.
ASIN: B00AIBZLHS; Retail List Price: \$5.20
- Moniz, C. & Gorin, S. (2014). *Health care policy and practice: A biopsychosocial perspective* (4th Ed.). New York: Routledge.
ISBN-10: 0415721865; Retail List Price: \$84.95
[Note: Use of the 4th edition of this text is required, because of many revisions, and a new chapter 1, that reflect the recent changes due to the Affordable Care Act.]

Many Internet booksellers discount new and used versions of these materials. Significant savings are available through on-line book rentals.

Recommended Texts

- Dhooper, S.S. (1997). *Social work in health care in the 21st century*. New York: Sage. ISBN-10: 0803959338; Retail List Price: \$82.95
- Didion, J. (2007). *The year of magical thinking*. New York: Vintage Books. (Entire book on E-res)
ISBN: 1400078431; Retail List Price: \$14.95
- Gehlert, S. & Browne, T.A. (2011). *Handbook of Health Social Work* (Second Edition). Hoboken, NJ: Wiley Publishers.
ISBN-10: 047064365X; Retail List Price: \$90.00

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

Grading

Final grades (A, A-, B+, B, B-, C+, C or F) will be based on:

- Quality and scholarship of papers, including promptness and integration of materials:
 - Mid-term: 30%
 - Final: 40%.
- Quality of course participation on on-line discussion forums: 30%.

Late papers may result in grade reductions.

IV. COURSE REQUIREMENTS

ASSIGNMENT 1

Mid-Term. The mid-term paper should follow the following outline:

1. Introduction. Choose an illness or health condition that interests you. In a brief introduction, describe this illness or health condition. For this assignment mental health/psychiatric conditions may not be chosen as your topic.

2. Case Study. Create a “case study” of a person with this illness, based on an actual or imagined person.

- Write a one page description of this person’s experience with their illness. (If using an actual person, do not use that individual’s real name, unless they are public with their illness. You may use case experiences found on the Internet/You-Tube; if you do, be sure to provide Internet addresses in your References.)

- Integrate concepts from the professional journals (social work, medical, public health, nursing, and other health care professions).

3. Biology of Illness. Describe the biology of the illness

- For example: What is Alzheimer’s disease and how is it manifested in a person’s brain?

- Use professional journals or medical references as your primary source material. (Illness-specific websites may be used as complementary source materials.)

4. Psychosocial Impact. Discuss the psychosocial impact of this illness for the individual and their family or loved ones.

- For example, the client was diagnosed with MS. He has lost his mobility and can no longer travel on the subway to work. He fears losing his job. He is very isolated.
- What does the social work, medical, and other health literature tell you about biopsychosocial/spiritual assessments?
- What does the social work and other health literature tell you about the effect of illness on family caregivers and other family members?
- Use professional journals, not Internet sites.

5. Social Work Roles. Discuss the skills, responsibilities, and pressures of the social worker with your case (above in 2).

- Create a description of a social worker involved in this case. (This can be you or someone you create. Write about the setting where the client is receiving care as well as the type of care the client is receiving).
- What does the social work literature say about specific social work skills that are needed in health care?
- What are the primary responsibilities of the social worker in this case?
- How can the social worker address the complexity in covering the costs of health care, and other barriers to accessing care (you may use assigned readings to answer this question).

REQUIREMENTS: Eight (8) typed, double spaced pages, excluding references. Please use headings based on the assignment outline to organize your sections. Remember to proof read your paper. Provide a cover sheet with a full title for the paper reflecting your topic and name. Paginate your entire paper.

References: In your research, you are required to use a minimum of 7 sources; 5 must be from non-assigned readings from professional literature. You may additionally use assigned readings, Internet sources, media, and national newspapers (*New York Times, Washington Post, or Wall Street Journal*). You need to cite generously throughout your paper, and cite the sources of all quotes. Interviews with experienced health care professionals are encouraged, but not required; interviews do not substitute for using references. **Do not use web encyclopedias (such as *Wikipedia, Answers.com, About.com, etc.*).** All papers must use **APA** style for citations.

ASSIGNMENT 2

Final. The final paper should follow the following outline:

NOTE: Your topic for the final assignment should reflect a different condition or population than was addressed in the mid-term assignment.

1. Based on your interests, select from one of the following vulnerable populations or health issues to write about: HIV/AIDS; Palliative, Hospice, and End-of-Life Care; Oncology Care; Elder Care / Long-Term Care / Caregiving for our Elders; Women’s Issues / Domestic Violence; Lesbian, Gay, Bisexual, and Transgendered People.

- References for each group are provided at the end of this syllabus to help you frame your paper and start your research. These are provided to help you get started. You are not required to use these sources for your background, nor are you limited by them.

2. Introduction. In an introduction, provide a concise, one (1) paragraph overview of how you will focus your paper.

3. Data from Affected Population. Provide relevant statistics/data on the scope and size of the health issue you are addressing.

- Please use recent statistics only. Recent statistics are based on data published within the last five (5) years; if you need to use older data, they must be published within the last ten (10) years. Unless used for comparison purposes to show trends, data more than a decade old may not be useful (and should not be used unless you have a very important reason to do so).

Note: 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/mmwr); the Robert Wood Johnson Foundation (www.rwjf.org); and the Kaiser Family Foundation (www.kff.org). Go to these reputable sources of data first.

- Data should note the size of the affected population in recent years. If important, provide data that note health disparities based on age, gender, racial/ethnic background, and/or sexual orientation.

- For example, if you are writing about women facing domestic violence, provide data on how many women face different types of violence (such as physical, psychological, etc.). You may also wish to show different rates of domestic violence based on age, gender, and/or racial/ethnic backgrounds.

4. Case Study. Create a “case study” of a person from the community/health issue selected, based on an actual or imagined person.

- Write a one page description of this person's health experiences. (If using an actual person, do not use that individual's real name, unless they are public with their illness. You may use case experiences found on the Internet/You-Tube; if you do, be sure to provide Internet addresses in your References.)
- Integrate concepts from the professional journals (social work, medical, public health, nursing, and other health care professions).

5. Biological Issues. Describe the biological / physical issues faced by members of your community.

- Use professional journals or medical references as your primary source material. (Illness-specific websites may be used as complementary source materials.)
- For example: If elder care is selected, what are the health issues facing older individuals, and how are they manifested physically?

6. Psychosocial Impact. Discuss the psychosocial impact of this issue / illness for the individual and his/her family or loved ones, and the broader community.

- For example, the client was diagnosed with HIV. She has been in and out of the hospital with serious medical issues, resulting in concerns regarding who will care for her children. She struggles with whether or not to be open with others about her medical condition. Her social worker has connected her to HIV support groups so other clients with HIV may learn from each other's experiences.
- What does the social work and mental health literature tell you about the impact of serious illness on family caregivers and other family members, and the broader community of affected individuals?
- Use professional journals or medical references as your primary source material. (Illness-specific websites may be used as complementary source materials.)

7. Social Work Contributions. How does the profession of social work address the needs of the community impacted by this health care issue / illness? Would you recommend any changes or improvements on how care and services are delivered, consistent with social work values and ethics?

- Use the National Association of Social Workers' Code of Ethics (2008 edition is posted on the Wurzweiler website) to support changes or improvements that you recommend.

REQUIREMENTS: Ten (10) typed, double spaced pages, excluding references. Please use headings based on the assignment outline to organize your sections. Remember to proof read your paper. Provide a cover sheet with a full title for the paper

reflecting your topic and name. Paginate your entire paper.

References: In your research, you are required to use a minimum of 7 sources; 5 must be from non-assigned readings from professional literature. You may additionally use assigned readings, Internet sources, media, and national newspapers (*New York Times*, *Washington Post*, or *Wall Street Journal*). You need to cite generously throughout your paper, and cite the sources of all quotes. Interviews with experienced health care professionals are encouraged, but not required; interviews do not substitute for using references. **Do not use web encyclopedias (such as *Wikipedia*, *Answers.com*, *About.com*, etc.).** All papers must use **APA** style for citations.

FORMAT FOR WRITTEN ASSIGNMENTS

Papers are to be typed, double-spaced, 1 inch margins (all sides) and conform to **APA style for citation**. Papers must draw from relevant literature from social work and other health care disciplines, and include citations and bibliography.

How you write is important. Begin with an introduction and end with a conclusion. Provide a title for your paper based on your topic. Please use headings based on the assignment outline to organize your sections. Remember to edit and proof read your paper. Be creative where appropriate and enjoy your experiences with these assignments.

V. 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.

VI. E-RESERVES

1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves"
3. If you wish to access e-reserves from the library home page (library.yu.edu), Please use "wurzweiler" all lower case, as the password. (January 8th, 2019 and forward)
4. If you have problems accessing e-reserves, please email: ereserves@yu.edu.

VII. 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, which may include expulsion.

VIII. 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, gender is directly related to the case presentation it can be included if it will not allow for identification.

IX. COURSE OUTLINE

Weeks 1 and 2

Families in their Environments: Macro and Micro Systems Interacting to Create Caring Environments

Learning Themes

- Viewing patients and their families in the context of their environments
- Introduction to the roles of health care social workers
- Assessing patient and caregiver needs
- Considering interventions that make a difference

Required viewing:

Amour (video)

Required reading:

Beder, J. (2006). *Hospital social work: The interface of medicine and caring* (1st Ed.). New York:

Routledge.

Chapters 1 and 2, pages 1-20.

Dziegielewska, S.F. (2013). *The changing face of health care social work: Opportunities and challenges for professional practice*. (3rd Ed.). New York: Springer Publishing Company.

Chapter 3, pages 51-74.

Kitchen, A. & Brook, J. (2005). Social work at the heart of the medical team. *Social Work in Health Care*, 40(4), 1-18.

Class Exercise:

“What’s missing from professional care in *Amour*. Observations by social workers.”

Weeks 3 and 4

Health Care in the U.S.: Evolving Structure and Services

Learning Themes

- Understanding how health care is organized
- Employer-based, government-funded care, and the uninsured
- Introducing the Affordable Care Act (aka, Obamacare)
- Health care costs

Required reading:

Moniz, C. & Gorin, S. (2014). Health care policy and practice: A biopsychosocial perspective (4th Ed.). New York: Routledge.

Chapters 1 and 2, pages 3-38

Chapter 4, pages 59-77

Dziegielewska, 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 1 and 2, pages 3-49

Class exercise:

“Are we confused yet? The impact of a complicated health care system on our clients, our families, and ourselves.”

Module 3: Weeks 5 and 6***Access to and Funding Health Care in the US: What Health Care Social Workers Need to Know*****Learning Themes**

- How we pay for health care
- Employer-provided coverage
- Access for the elderly under Medicare
- Access for the poor and low income people under Medicaid and CHIP
- Understanding the concept of health disparities
- Affordable Care Act's impact on young people

Required reading:

Moniz, C. & Gorin, S. (2014). Health care policy and practice: A biopsychosocial perspective (4th Ed.). New York: Routledge.

Chapters 5, 6, and 7, pages 85-135

Chapter 10, pages 178-187; Chapter 11, pages 215-218, 244-250

Maura Calsyn & Lindsay Rosenthal (2013). How the Affordable Care Act helps young adults. Center for American Progress, download at:

<https://www.americanprogress.org/issues/healthcare/report/2013/05/20/63792/how-the-affordable-care-act-helps-young-adults/>

Kolata, G. (2011, July 7). First study of its kind shows benefits of providing medical insurance to poor. *The New York Times*. Retrieved from:

http://www.nytimes.com/2011/07/07/health/policy/07medicaid.html?_r=1&sq=Medicaid&st=cse&scp=6&pagewanted=print.

Recommended reading:

National Bureau of Economic Research (2014). The Oregon health insurance experiment. [Summary of findings and published documents.] Download at: <http://www.nber.org/oregon/index.html>

Reisch, M. (2012). The challenges of health care reform for hospital social work in the United States. *Social Work in Health Care*, 51(10), 873-893.

Class Exercise:

“Obtaining access to care: What are society’s obligations to provide health and mental health care to its citizens?”

Week 7

Midterm paper due

Weeks 8 and 9

Settings and Services in Health Care Social Work: Why We Care, and for Whom.

Learning Themes

- Settings for care, and diverse roles
- Examples from renal, cardiac, pediatric and adult oncology, and HIV care
- Conflicts and dilemmas among the ill
- Confidentiality concerns

Required reading:

Beder, J. (2006). Hospital social work: The interface of medicine and caring (1st Ed.). New York:

Routledge.

Chapters 3, 4, 7, 8, and 9, pages 21-44, and 69-108

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.

Chapter 6, pages 129-161

Belkin, L. (2005, December 17). Sick and vulnerable, workers fear for health and their jobs. The New York Times, p. A1.

Class Exercise:

Assigned groups to consider case studies related to renal care, cancer care, and HIV.

Weeks 10 and 11

Practice Settings and Interventions: What and Where

Learning Themes

- Diverse settings for health care social work
- Acute, rehabilitation, long-term, and home care
- Discharge planning and care coordination

Required reading:

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 9, 10, and 12, pages 229-288, and 311-330

Beder, J. (2006). *Hospital social work: The interface of medicine and caring* (1st Ed.). New York: Routledge.

Chapters 10 and 15, pages 109-121, and 163-174

Class Exercise:

“Setting-Specific Skills Sets: Examine the different roles, responsibilities, and skills needed for effective hospital vs. long-term care practices. Describe 1 or 2 observed differences in social work practices based on the type of setting. Where might I best fit in based on my interests, and the reasons why?”

Module 6: Weeks 12, 13, and 14

Dementia, End-of-Life Care, and Caregiving

Learning Themes

- Dementia and Alzheimer’s Disease
- Hospice and palliative care
- Advance care planning
- Vital roles of caregivers
- Importance of culture

Required reading:

Alzheimer’s Association (2014). Overview; What is dementia? What is Alzheimer’s?
Download at: http://www.alz.org/alzheimers_disease_1973.asp

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.

Chapter 11, pages 289-310.

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

Gwande, A. (2010). Letting go. *The New Yorker*, 86(22), 36.

Gonzales-Ramos, G. (2004). Chapter 2: On loving care and the persistence of memories: Reflections of a grieving daughter. From C. Levine & T.H. Murray (eds.) (2004). *The cultures of caregiving: Conflict and common ground among families, health professionals, and policymakers*. Baltimore: Johns Hopkins University Press.

Recommended reading:

Fins, J.J. & Maltby, B.S. (2003). *Fidelity, Wisdom & Love: Patients and Proxies in Partnership*. New York: Weill Medical College of Cornell University.

Wolff, M. (2012, May 28). A life worth ending. *The New Yorker*, p. 26. Download at: <http://nymag.com/news/features/parent-health-care-2012-5/>

Class Exercise:

“What do I want for myself and those I love near the end of our lives? Describe your perception of quality end-of-life care.”

Week 13

Final paper due.

RECOMMENDED REFERENCES FOR FINAL PAPER

HIV/AIDS

- Andriote, J.M. (2011, November 30). AIDS: Still a gay disease in America. *The Atlantic*. Retrieved from <http://www.theatlantic.com/life/archive/2011/11/aids-still-a-gay-disease-in-america/249242/>.
- Andriote, J.M. (2011, December 2). Is there still an AIDS crisis in the U.S. It depends on who you are. *The Atlantic*. Retrieved from: <http://www.theatlantic.com/life/archive/2011/12/is-there-still-an-aids-crisis-in-the-us-it-depends-on-who-you-are/249304/>.
- Auerbach, C., & Beckerman, N. (2010). HIV/AIDS prevention in New York City: Identifying sociocultural needs of the community. *Social Work in Health Care, 49*(2), 109-133.
- El-Bassel, N., Caldeira, N.A., Ruglass, L.M., & Gilbert, L. (2009). Addressing the unique needs of African American women in HIV prevention. *American Journal of Public Health, 99*(6), 996-1001.
- Gable, L., Gostin, L., & Hodge, J. (2008). HIV/AIDS, reproductive and sexual health, and the law. *American Journal of Public Health, 98*(10), 1779-1786.
- Gruskin, S., Firestone, R., MacCarthy, S., & Ferguson, L. (2008). HIV and pregnancy intentions: Do services adequately respond to women's needs? *American Journal of Public Health, 98*(10), 1746-1750.
- Hampton, T. (2010). HIV study shines spotlight on women. *Journal of the American Medical Association, 304*(3), 257-258.
- Owens, S. (2004). African American women living with HIV/AIDS: Families as a source of support and stress. *Social Work, 48*(2), 163-194.
- Peterson, J.L., & Jones, K.T. (2009). HIV prevention for black men who have sex with men in the United States. *American Journal of Public Health, 99*(6), 976-980.
- Ramirez-Valles, J., Garcia, D., Campbell, R.T., Diaz, R.M., & Heckathorn, D. (2008). HIV infection, sexual risk behavior, and substance abuse among latino gay and bisexual men and transgender persons. *American Journal of Public Health, 98*(6), 1036-1042.
- Rowe, W. (2007). HIV-AIDS—Cultural competence in HIV prevention and care: Different histories, shared future. *Social Work in Health Care, 44*(1/2), 45-54.

Sutton, M.Y., Jones, R., Wolitski, R.J., Cleveland, J.D., & Dean, H.D. (2009). A review of the Centers for Disease Control and Prevention's response to the HIV/AIDS crisis among Blacks in the United States. *American Journal of Public Health*, 99(Supplement 2), S351-359.

Villarica, H. (2011, December 6). Read my lips: Reflections of an accidental AIDS activist. *The Atlantic*, retrieved from <http://www.theatlantic.com/life/archive/2011/12/read-my-lips-reflections-of-an-accidental-aids-activist/249228/>.

PALLIATIVE, HOSPICE, AND END-OF-LIFE CARE

Gonzales-Ramos, G. (2004). Chapter 2: On loving care and the persistence of memories: Reflections of a grieving daughter. From C. Levine & T.H. Murray (eds.). *The cultures of caregiving: Conflict and common ground among families, health professionals, and policymakers*. Baltimore: Johns Hopkins University Press.

Gwande, A. (2010). Letting go. *The New Yorker*, 86(22), 36.

Lord, B., & Pockett, R. (1998). Perceptions of social work interventions with bereaved clients: Some implications for hospital social work practice. *Social Work in Health Care*, 27(1), 51-66.

Mellor, J.M. (1998). The role of the social worker in interdisciplinary geriatric teams. *Journal of Gerontological Social Work*, 30 (3/4), 3-8.

Miller, P. (2007). End of life decision in Oregon. *Social Work*, 52(2), 190-192.

Miller, P., Hedlund, S., & Murphy, K. (1998). Social work assessment at the end of life: Practice guidelines for suicide and the terminally ill. *Social Work in Health Care*, 26(4), 23-36.

Reese, D.J. & Raymer, M. (2004). Relationships between social work involvement and hospice outcomes: results of the National Hospice Social Work Survey. *Social Work*, 49(3), 415-431.

Stein, G.L. (2004). Improving our care at life's 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), 6-7.

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.

ONCOLOGY

- Becker, J.E. (2004). Oncology social workers' attitudes toward hospice care and referral behavior. *Health and Social Work, 29*(1), 36-45.
- Bunston, T., & Mings, D. (1998). Planning psychosocial care for cancer patients; if at first you don't succeed, shift your paradigm. *Social Work in Health Care, 27*(1), 67-87.
- Cohen, M. (2010). A model of group cognitive behavioral intervention combined with bio-feedback in oncology settings. *Social Work in Health Care, 49*(2), 149-164.
- Goelitz, A. (2001). Dreaming their way into life: A group experience with oncology patients. *Social Work with Groups, 24*(1), 53-68.
- Jones, B.L. (2005). Pediatric palliative and end-of-life care: The role of social work in pediatric oncology. *Journal of Social Work in End of Life and Palliative Care, 1*(4), 35-62.
- Lethborg, C.E., Kissane, D., & Burns, W.I. (2003). 'It's not the easy part': The experience of significant others with women with early stage breast cancer at treatment completion. *Social Work in Health Care, 37*(1), 63-85.
- Moody, K., Mannix, M.M., Furnari, N., Fischer, J., & Kim, M. (2011). Psychosocial needs of ethnic minority, inner-city, pediatric cancer patients. *Supportive Care in Cancer, 19*(9), 1403-1410.

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

- Aranda, M.P., Villa, V.M., Trejo, L., et al., (2003). El Portal Latino Alzheimer's project: Model program for Latino caregivers of Alzheimer's disease affected people. *Social Work, 48*(2), 259-271.
- Dhooper, S.S. (1997). *Social work in health care in the 21st century*. New York: Sage. Chapter 7, 249-260.
- Dziegielewska, 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.
- Fabbre, V.D., Buffington, A.S., Altfeld, S.J., Shier, G.E., & Golden, R.L. (2011). Social work and transitions of care: Observations from an intervention for older adults. *Journal of Gerontological Social Work, 54*(6), 615-626.
- Galambos, C., & Rosen, A. (1999). The aging are coming and they are us. *Health and Social Work, 24*(1), 73-77.

- 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.
- Naleppa, M.J. (1996). Families and the institutionalized elderly. *Journal of Gerontological Social Work*, 27(1/2), 87-111.
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