Course Title: Clinical Social Work Practice in Health Care
Course Number: SOWK 614

Course Prerequisites: All 500 level courses completed.

Semester/Year:
Class Time: TBA by Section
Class Location: TBA by Section

Instructor: TBA by Section
Office Location: TBA by Section Instructor
Office Hours: TBA by Section Instructor
Phone: TBA by Section Instructor
Email: TBA by Section Instructor

COURSE DESCRIPTION
Methods of clinical social work practice in health care are studied within the framework of the bio-psycho-social-spiritual perspective. This course expands upon the foundation content of the Human Behavior in the Social Environment courses and Practice sequences and Field Education courses. The components of bio-psycho-social-spiritual assessments and interventions are expanded to include understanding of medical concerns, physical function, medical treatment, and the socio-cultural meanings ascribed to illness. Focus also will be directed to issues such as strategies for coping with illness, self-concept, identity formation, and the impact of illness on family relationships.

Critical thinking skills will be developed through the application of theories of human behavior to interventions with individual and families in which illness is a primary concern. Examples of theories to be considered include developmental, systems, and ecological theories. The application of developmental theory is introduced as a framework for understanding the impact of illness on psychosocial functioning over the life cycle with special attention directed to the beliefs and practices of diverse cultures, races, and spiritual orientations. A systems framework will be used to understand how changes in the health status in one member/subsystem of a family or community have implications for the other members/subsystems. Narrative theory is applied in the understanding of how the meaning of illness is constructed by individuals and families in a variety of contexts.

Intervention strategies will be geared towards prevention, palliation and rehabilitation of illness in a variety of health care settings. Examples of these settings include crises services, acute and chronic care, ambulatory and inpatient services, rehabilitation, and long-term care. Special emphasis will be placed on the expanding clinical social work services in community-based programs, public health, and private health care systems.
The multifaceted roles and competencies that social workers develop in these settings will be emphasized. Clinical social work students in the health field will examine the including individual, family, and group modalities. Characteristics of evidence-based practice and outcome measures of services will be discussed. Ethical and moral concerns of health care practice will be addressed. Attention also will be directed to the interdisciplinary professional relationships that clinical social workers must form within the health care system and the role of the clinical social worker. Delivery of health care services and intervention strategies will especially focus on the disabled, the poor, the oppressed and populations at risk, including women and children, ethnic and racial minorities, the elderly, and gay, lesbian, bisexual, transsexual persons.

**RELATIONSHIP TO OTHER COURSES**

This course builds on foundation year courses, especially human behavior in the social environment and practice courses. While the focus is on practice with individuals, families, and groups, the course also integrates research, e.g., evidence-based practice, and policy, e.g., impact of Affordable Care Act, on health care practice. in some ways dovetails with an Introductory Research Methods course. This course also dovetails with Practice courses, especially in the areas of evaluating practice at all system levels: micro, mezzo, and macro.

Students must have completed all 500 level courses including first-year field placement. This concentration-year practice course is required of all clinical social work students who elect a specialization in health care. It is to be taken concurrently with a concentration-year health placement. In special circumstances other concentration-year students may take this course with permission of the instructor.

**LEARNING OBJECTIVES & EPAS RELATED COMPETENCIES**

Through course materials and assignments, students are expected to demonstrate mastery of the following objectives, all of which are at the advanced practice level. At the conclusion of this course, each student shall demonstrate competency in:

2.1.1 Identify with the social work profession, its mission and core values, and conduct oneself accordingly.
   **Advanced PB:** Demonstrate advanced professional use of self with client(s).
   **Assignments:** Quizzes, Peer Consultations, Power Point Presentations

2.1.2 Define and apply social work ethical principles to guide professional practice.
   **Advanced PB:** Articulate their process of ethical decision-making in their work with client systems, distinguishing between personal and professional ethics, values, and behaviors.
   **Assignments:** Quizzes, Peer Consultations, Power Point Presentations

---

1 The identified EPAS/PBs for the course may not be varied among sections for the same course. Assignments attached to specific EPAS/PBs are considered the standard assignments across all sections of the same course. Section Instructors may add additional topics/materials/assignments to their section, but they may not change the basic course topics/materials/assignments.
2.1.3 Apply critical thinking to inform and communicate professional judgments. 
**Advanced PB:** Demonstrate critical thinking by communicating their professional judgment using oral and written communication as appropriate to the practice setting.

**Assignments:** Quizzes, Peer Consultations, Power Point presentations, Final Paper

2.1.4 Engage diversity and difference in practice. 
**Advanced PB:** Engage client systems in diverse settings to challenge oppression, discrimination, and privilege at the societal, institutional, and personal level.

**Assignments:** Peer Consultations, Power Point presentations, Final Paper

2.1.5 Advance local and international human rights and social and economic justice.
**Advanced PB:** Use knowledge of the effects of oppression and discrimination on clients and client systems to guide treatment planning and intervention.

**Assignments:** Quizzes, Peer Consultations, Power Point presentations, Final Paper

2.1.6 Engage in research-informed practice and practice-informed research. 
**Advanced PB:** Use practice experience with clients to inform the formulation of researchable questions to enable them to become more evidence-informed in selecting interventions, particularly with diverse and marginalized clients.

**Assignments:** Peer Consultations, Power Point presentations, Final Paper

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10a Engagement

**Advanced PB:** Demonstrate sensitivity to the interpersonal dynamics and cultural/contextual factors that can both strengthen and potentially threaten a therapeutic alliance.

2.1.10b Assessment

**Advanced PB:** Select and modify social work interventions based on ongoing assessment with their clients

2.1.10c Intervention

**Advanced PB:** Demonstrate the use of specific and appropriate techniques for a range of presenting problems they have identified in their psychosocial assessment of the client.

2.1.10d Evaluation

**Advanced PB:** Evaluate the outcomes of their interventions and use this information to calibrate and modify their further work with their clients.

**Assignments:** Quizzes, Peer Consultations, Power Point presentations, Final Paper

**CRITERIA FOR GRADING**
Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grades and Values</th>
</tr>
</thead>
</table>
| A           | Overall performance is **Exceptional** | A  4.00  96-100%  
|             |             | A-  3.67  92-95%  |
| B           | Overall performance is **Good** | B+  3.33  88-91%  
|             |             | B  3.0  84-87%  
|             |             | B-  2.67  80-83%  |
| C           | Overall performance is **Acceptable.** Work meets basic expectations set by Instructor. A grade of C- requires that BSW and MSW students retake the course. | C+  2.33  76-79%  
|             |             | C  2.0  72-75%  
|             |             | C-  1.67  68-71%  |
| D           | Overall performance is **Poor** - student must retake course. | D+  1.33  64-67%  
|             |             | D  1.0  60-63%  |
| F           | Overall performance is **Unsatisfactory** - student fails course. See Student Handbook. | F  0  Below 60%  |
| I           | At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be on approved and on file with the BSW or MSW Program Director when grades are submitted. See Student Handbook. |}

**READING ASSIGNMENTS**

All reading assignments are listed in the “Course Schedule.” It is expected that students will come to class having read the materials and are prepared to discuss them. Students are encouraged to explore other resources if certain concepts are not understood. Supplemental readings may also be listed so students may explore the topic further.

**Required Text:**
Available as e-book at [http://pegasus.luc.edu/vwebv/holdingsInfo?bibId=1767646](http://pegasus.luc.edu/vwebv/holdingsInfo?bibId=1767646)

**Recommended Texts:**

Available as e-book at [http://pegasus.luc.edu/vwebv/holdingsInfo?bibId=1657997](http://pegasus.luc.edu/vwebv/holdingsInfo?bibId=1657997)


DESCRIPTION OF ASSIGNMENTS

Quizzes 2 at 20% each 40% of grade
Power Point presentation 20% of grade
Final Paper 25% of grade
Class Participation (including peer consultations) 15% of grade

Assignment One: Quizzes

Students will take two quizzes. These closed-book quizzes will consist of approximately 30 multiple-choice questions drawn from required readings, class lectures including those by guest speakers, handouts, audiovisual materials, and class discussions. Study guides will be provided one week prior to the quizzes.

Assignment Two: Power Point presentation

The purpose of this assignment is to prepare students for the demands of researching, presenting, training, and educating patients, families, and professionals regarding the bio-psycho-social-spiritual aspects of health, illness, and disability. Based on the research that was done for the final written paper, students are to make a 7 minute Power Point presentation followed by a 3 minute question and answer period regarding clinical aspects of an issue of interest. Please time your presentation carefully. Suggested topics are models of intervention, ethical dilemmas (e.g., futility), unique approaches to at-risk populations (e.g., CBT for trauma), caregiver stress, populations with specific illnesses or disabilities, etc. The presentation is to be based upon research—preferably evidenced-based publications.

Suggestions for creating and developing a Power Point presentation are posted on Sakai. Although time is strictly limited, students are encouraged to use multiple media materials for teaching module, e.g., film clips, experiential exercises, or training techniques to enhance the presentation. In your presentations please begin by introducing yourselves and identifying three to five learning objectives that you intend to fulfill. These objectives should be based upon a thorough review of empirical research, critical analysis of the literature, and case examples. In addition to the presentation content, students are to include in the Power Point document: (a) reference list, (b) annotated bibliographies of three journal articles or books related to the presentation topic (pasted copies of journal article abstracts are unacceptable), and, (c), a detailed description (e.g., programs, websites, contact information, addresses, phone numbers, etc.) of five resources for clients, families, or professional associations of social workers that practitioners working with this client population would find useful. An example of an annotated bibliography is provided below. All materials, including individual slides, should be referenced according to APA Style. Please post the Power Point presentation to Sakai no less than 24 hours in advance so that classmates will be able to read and/or print from this file exchange site.

Assignment Three: Final Paper

Students will select a clinical issue related to health care practice based upon their own interest, passion, and career goals. The paper may be on the same topic as the Power Point presentation. This 10- to 12-paged paper should be double spaced, typed in 12-point font, and follow above-mentioned APA guidelines. A minimum of seven citations is required.
Students are to submit hard copies of their papers in class and by electronic mail to the Sakai on or before midnight of the due date. If students wish to have the paper with comments mailed to them through the US Postal service, they should submit a self-addressed envelope with adequate postage.

**Example of Annotated Bibliography**


This article reviews a study that includes useful information that helps pinpoint the connections between different styles of coping behavior in regards to procrastination. The main styles of coping that are discussed include the avoidant and vigilant forms. One surprising finding that was highlighted in the study revealed a negative correlation between avoidant coping and procrastination. The authors suggest that there are adaptive reasons for procrastination that should be investigated in future research. Most of the findings in the study revealed a tenuous statistical significance. However, the discussion aids in contextualizing this weakness and attempts to identify methodological improvements that can be made in order to more effectively investigate the cognitive factors involved in procrastination. Overall, the study may not be entirely useful for direct application to problems involving procrastination, but it offers some insight into the mental states of those who procrastinate.

**Assignment Four: Class Participation**

Class participation is an important requirement, for learning is highly dependent upon student involvement. Students are therefore expected to read all assignments prior to class, to participate actively in class discussions of case studies, readings, and other materials, and to engage in experiential learning activities. Given the nature of the course material, students are encouraged to draw upon their personal backgrounds and clinical experiences and to apply theories to them. Although students are invited to share these experiences to enhance individual and peer learning, they are never obligated to reveal personal information that is uncomfortable for them to discuss.

It is presumed that students must be present to participate. Excessive lateness and attendance, therefore, will be noted by instructor and may be utilized as a deciding factor in the final grade. If students are unable to attend class for any reason, they are to notify the instructor at least 30 minutes in advance of the session by telephoning the office number or emailing. Such courtesy reflects a professional and mutually respectful attitude towards classmates and the instructor.

**Peer Consultation**

Using the attached evaluation form, students are to evaluate Power Point presentations and to provide constructive feedback. The instructor will incorporate students’ comments anonymously into the presenters’ evaluations. Students are to support their Likert scores with specific comments and illustrations. Guidelines for writing constructive feedback, both positive and negative, are posted on Sakai.
Example of Evaluation Form for Class Presentations

**Part A.** The presentation **content** will be evaluated and scored on a scale of **0 to 100**, with 100 being the highest, according to the following criteria and response codes: **Support your Likert scale choice with specific examples.**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

1. The content was consistent with the purpose and stated learning goals and objectives of the presentation. (5%)  
   a. SD D N A SA  
   b. Comments:  

2. The presentation was well researched and included evidence-based materials when appropriate. (20%)  
   a. SD D N A SA  
   b. Comments:  

3. The speaker explained the underlying theories, practice models, population-specific issues, and techniques in a way that I could use in my practice if I encountered similar clients or generalize them to other populations. (35%)  
   a. SD D N A SA  
   b. Comments:  

5. The overall organization, e.g., introduction, conclusion, depth of coverage of selected issues, timing, and transitions among topics made the presentation clear and easy to follow. (10%)  
   a. SD D N A SA  
   b. Comments:  

6. The presenters addressed ethical, racial, ethnic, cultural, gender, sexual orientation, and/or other issues of diversity. (10%)  
   a. SD D N A SA  
   b. Comments:  

7. Issues of social justice and health disparities were identified as related to selected populations or issues. (5%)  
   a. SD D N A SA  
   b. Comments:  

8. The annotated bibliography reflected helpful critiques and summaries of literature. (10%)  
   a. SD D N A SA  
   b. Comments:  

9. The resources identified for this population are accessible and useful. (5%)  
   a. SD D N A SA  
   b. Comments:
Part B. The presentation style will be evaluated and scored as a pass/fail according to the following criteria and response codes: Support your Likert scale choice with specific examples.

   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

1. The presenter made effective use of educational approaches, e.g., audio/visual aids, power point materials, handouts, lectures, and experiential exercises that were appropriate, useful, and consistent with presentation objectives.
   a. SD  D  N  A  SA
   b. Comments:

2. Presenter created power point slides that used an appropriate number of slides, e.g., approximately one per minute of presentation in addition to the slides with references pages and annotated bibliographies. Presenter selected appropriate templates, backgrounds, font types, and font sizes for the topic. Presenters also made some effort to create interest by importing clip art, etc. Presenter limited the number of points per slide, used words and phrases that were parallel in grammatical construction on the slide and spelled correctly. Presenter cited references on the slides to acknowledge source of information; text citations are adequate if reference list is included.
   a. SD  D  N  A  SA
   b. Comments

3. The speaker was well prepared and gave evidence of having rehearsed but not memorized the presentation and mastered the use of the technology prior to class. Speakers maintained control of the sequence, pacing and flow of the presentation while encouraging appropriate questions and discussions from the audience.
   a. SD  D  N  A  SA
   b. Comments:

4. Presenter maintained good eye contact with the audience without relying too heavily on their notes.
   a. SD  D  N  A  SA
   b. Comments

5. The presenter was easy to understand because of tone of voice, rate of speech, volume, articulation, correct pronunciation of medical and other terms, and absence of verbal fillers such as “like,” “you know,” “ah,” and “um.”
   a. SD  D  N  A  SA
   b. Comments

6. The presenter demonstrated energy and enthusiasm about the topic, walked confidently, used gestures appropriately, and avoided distracting behavioral mannerisms such as chewing gum, fixing hair, wringing hands, etc. Speaker was professionally dressed.
   a. SD  D  N  A  SA
   b. Comments
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Date of class __________________________ by section</th>
</tr>
</thead>
</table>
| **Topics** | Overview of Course and Introductions  
History and Fundamentals of Health Care Social Work Practice |
| **Learning Objectives** | • To understand the purpose of the health practice course  
• To clarify students’ and instructors’ expectations of each other and for course content  
• To utilize library resources and research guides  
• To review the history of social work in health care settings |
[physical reserve] |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Date of class __________________________ by section</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Social Work Roles in Health Care Settings</td>
</tr>
</tbody>
</table>
| **Learning Objectives** | • To define the roles of the social worker in the health care setting and related tasks  
• To understand the varying socialization processes of health and allied health care professions  
• To develop collaboration skills for working on integrated and transdisciplinary teams  
• To utilize evidence-based practice  
• To become familiar with fundamentals of medical terminology |
[physical reserve]  
[course reserve] |
### Week 3

<table>
<thead>
<tr>
<th>Date of class</th>
<th>by section</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Assessment of Physical and Mental Health Interactions</td>
</tr>
</tbody>
</table>

**Learning Objectives**
- To develop skills in a bio-psycho-social-spiritual assessment of patients and families with health concerns
- To develop skills in assessing persons with diverse characteristics, cultural backgrounds, personal attributes, and health issues
- To focus on assessment of high risk populations, e.g., suicide, domestic violence, and substance use

**Required Readings:**

**Recommended Readings:**

### Week 4

<table>
<thead>
<tr>
<th>Date of class</th>
<th>by section</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Child Protective Services</td>
</tr>
</tbody>
</table>

**Learning Objectives**
- To assess and to report child abuse
- To examine models of practice with at-risk and oppressed populations
- To develop intervention skills for practice with victims of trauma and disaster and their caregivers

**Required Readings:**


### Recommended Readings:


### Other

**Guest Speaker:**
Melinda Gronen MA, LCSW
Social Work Clinical Coordinator, Protective Services Team
Ann & Robert H. Lurie Children’s Hospital of Chicago

### Week 5

<table>
<thead>
<tr>
<th>Date of class by section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
</tr>
<tr>
<td><strong>Social Work in Selected Areas of Practice</strong></td>
</tr>
</tbody>
</table>

#### Learning Objectives
- To understand the influences of developmental stages on patient assessment
- To identify age-appropriate interventions with individuals and families facing medical conditions

#### Required Readings:


#### Recommended Readings:


#### Other:

Quiz #1
### Week 6

| Date of class __________________________ by section |
|---|---|
| **Topic** | Pain Management |
| **Learning Objectives** | • To understand the neurobiology of pain  
• To become familiar with pharmacological and non-pharmacological interventions for pain  
• To identify psychosocial challenges to pain management |
[physical reserve]  
| **Other:** | **Guest Speaker:**  
Judith A. Paice, PhD, RN  
Director, Cancer Pain Program  
Division, Hematology-Oncology  
Northwestern University Feinberg School of Medicine |

### Week 7

| Date of class __________________________ by section |
|---|---|
| **Topic** | Ethical Issues in Health Care |
| **Learning Objectives** | • To examine ethical issues in health care practice  
• To apply M. V. Joseph’s model for ethical decision making |
<p>| <strong>Other:</strong> | <strong>Video:</strong> <em>Wit</em> |</p>
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Date of class ____________________________ by section</th>
</tr>
</thead>
</table>
| Topics | Case Management  
Discharge Planning |
| Learning Objectives | • To provide a continuum of care for patients through collaboration with caregivers, health care practitioners, and community providers  
• To optimize access to care and appropriate use of resources  
• To meet clinical needs of patients while balancing their rights to self determination |
[ Sakai]  
O’Sullivan, T., Ghazzawi, A. G., Stanek, A., Lemyre, L. (2012). “We don’t have a back-up plan”: An exploration of family contingency planning for emergencies following stroke. *Social Work in Health Care, 51*(6), 531-551. [course reserve] |
| Other: | Video: Wit |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Date of class ____________________________ by section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>Family Treatment</td>
</tr>
</tbody>
</table>
| Learning Objectives | • To understand skills in working with families of patients  
• To identify the components of structural family therapy  
• To apply Rolland’s integrative framework for assessment and treatment of patients and their families |
### Week 10

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date of class ____________________________ by section</th>
</tr>
</thead>
</table>
| **Learning Objectives**| - To understand the role of the social worker in a variety of community practice settings  
- To present an overview of the history and philosophy of palliative and hospice care  
- To develop skills in dealing with end-of-life issues and associated ethical issues  
- To increase cultural competence in regard to helping clients of color access and use end-of-life services |
| **Other**              | Quiz #2 |

### Week 11

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date of class ____________________________ by section</th>
</tr>
</thead>
</table>
| **Learning Objectives**| - To define and to apply concepts of grief and bereavement  
- To increase self-awareness regarding loss  
- To define and to apply concepts of grief and bereavement |
| **Recommended Reading:** | Reese, D. J., Ahern, R. E., Nair, S., O’Faire, J. D., & Warren, C. (1999). Hospice access and use by African Americans: Addressing cultural and institutional barriers through participatory action research. *Social Work*, 44(6), 549-559. [course reserve] |
| **Other**              | Six Student Power Point presentations |
### Week 12

**Date of class __________________________ by section**

**Topic**  
Taking Care of Ourselves

**Learning Objectives**
- To increase self-awareness of “goodness of fit” with clinical social work practice in health care settings
- To plan for transition from student to professional

**Required Readings:**

**Other**
Six Student Power Point presentations

### Week 13

**Date of class __________________________ by section**

**Topic**  
Public Health Social Work

**Learning Objectives**
- To present an overview of the history and philosophy of public health social work
- To familiarize students with the roles and functions of public health social workers
- To identify and apply primary and secondary prevention strategies in practice with children who suffer from childhood overweight and obesity
- To critique social justice issues associated with increased AIDS/HIV among African Americans

**Required Readings:**

**Recommended Reading:**
<table>
<thead>
<tr>
<th>Week 14</th>
<th>Date of class ____________________________________ by section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Motivational Interviewing</td>
</tr>
</tbody>
</table>
| Learning Objectives | • To review the transtheoretical foundation of Motivational Interview (MI)  
                        • To apply essential principles of MI to case conceptualization  
                        • To develop skills in reflective listening and change talk  
                        • To negotiate clients’ resistance to change |
| Other   | Final Paper Due;  
                      Six Student Power Point presentations |

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Date of class ____________________________________ by section</th>
</tr>
</thead>
</table>
| Topics  | More Motivational Interviewing  
                      Outcome Measures |
| Learning Objectives | To continue to develop skills in Motivational Interviewing |
| Other   | Six Student Power Point presentations |
RESOURCES


Recommended Journals

Advances In Bereavement
American Journal of Hospice & Palliative Medicine
American Journal of Orthopsychiatry
Clinical Social Work Journal
Family Process
Families, Systems & Health: The Journal of Collaborative Family HealthCare
Hastings Center Report
Health & Social Work
Health Psychology
Hospitals & Health Networks
Journal of Interprofessional Care
Journal of Marital and Family Therapy
Journal of Psychosocial Oncology
Journal of Psychosomatic Research
Journal of Pediatric Psychology
Journal of Social Work in End-of-Life & Palliative Care
Psychiatric Services
Psychotherapy Networker
Qualitative Health Research
Research on Social Work Practice
Social Casework
Social Thought: Journal of Religion in the Social Services
Social Work
Social Work in Health Care
Social Work with Groups
The Clinical Supervisor: An interdisciplinary journal of theory, research, and practice