



University of Central Florida
School of Social Work

SOW 4602.0001 - Social Work in Health Settings

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Term: Spring 2009
Class Day: Tuesday
Class Time: 10:30am-1:20pm
Class Location: HPA 1 207

Course Description: Study of social work roles, interventions, and issues related to helping clients in health settings.

Course Learning Objectives: By the end of the term, students should be able to:

1. Specify basic characteristics of health care programs in the U.S. and identify major problems in the system.
2. Describe the professional roles and functions of the social worker in health settings, including the origin and development of the profession of medical social work as a specialty professional service.
3. Describe, identify and assess the major types of client need in relation to the provision of medical social work services in the various health care settings.
4. Discuss common cultural, physical and psychosocial effects of illness, injury and disability across the life course.
5. Describe the requirements of recording and documentation in health settings.
6. Identify issues and problems including culture, race and religion with multicultural clients and individuals with disabilities across the life course in health care settings, and understand their implications for social work practice and the impact on provision of services.
7. Identify major service providers and models of service delivery for several disability populations and discuss the roles of social work within these models.
8. Discuss major legal and ethical issues in health care social work.
9. Understand disability as a form of human diversity that is susceptible to oppression and injustice on micro/mezzo/macro system levels and gain knowledge of practice strategies used with persons with disabilities.
10. Describe societal perceptions and common fears and myths associated with persons with a disability.
11. Design an intervention, discharge plan, with possible community-based services in order to address the gaps in the continuum of health care.

Required Text: Fort Cowles, Lois A. (2003) *Social work in the health field: A care perspective* (2nd Ed) New York: The Haworth Social Work Practice Press.

Course pack – is available in the bookstore for purchase. This includes important information, guidelines for papers, exams, etc.

Recommended Text: Yuen, F.K., Cohen, C.B., & Tower, K. (2007) *Disability and social work education: Practice and policy issues*. Binghamton, NY: The Haworth Press Inc.

Supplemental Readings: throughout the syllabus there are articles either from books or journals that have been identified to assist in supplementing the textbook readings. It will be the student's responsibility to access these articles independently. For assistance, please contact the library. The instructor also has certain articles at your disposal.

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

LIBRARY RESOURCES

Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

ONLINE RESOURCES

Assignment guidelines and other course handouts are available through www.webct.ucf.edu

GRADING SCALE

A	94 - 100	B-	80 - 83	D+	67 - 69
A-	90 - 93	C+	77 - 79	D	64 - 66
B+	87 - 89	C	74 - 76	D-	60 - 63
B	84 - 86	C-	70 - 73	F	59 or less

Evaluation of Learning and Grading: Achievement of learning objectives will be measured as follows:

1. Mid-Term Examination - (February 24, 2009)

An exam will be given during week 7 covering weeks 1-6. A study guide will be provided. The exam may consist of multiple choices, true/false, short answer or discussion questions. **(25 points)**

2. Field Trip – at Winnie Palmer Hospital for Women and Children affiliated with Orlando Regional Healthcare Systems. (February 10, 2009, 11-12:30, Classroom 2) Reflection Paper due week 9.

A panel of Orlando Regional Healthcare Clinical Social Workers will provide a snapshot view of the unique aspects, scope of service and roles of the healthcare social worker. There will also be an opportunity for face to face discussions with the individual clinicians regarding their responsibilities. Social workers from case management, discharge planning, EAP, Rehabilitation, Psychiatric, etc. will be present. A written report will be required. The report will include the following:

- a. A list of current facility services including the number of different personnel who work in the settings.
- b. Assessment of whether the services provided are adequate to serve the number of clients using the facility.
- c. Recommendations regarding facility services and staff levels including additional services needed.

Further guidelines and a list of possible facilities will be provided. **(20 points)**

3. Film Critique - (March 31, 2009)

In order for students to gain an increased awareness and understanding of how persons with disabilities are portrayed in the media and the extent to which their strengths and challenges are presented, students will view a film that involves persons with disabilities and analyze it. Some examples of acceptable films include: A beautiful mind, My left foot, Born on the fourth of July, Elephant man, Of mice and men, Rainman, Children of a lesser god, Mask, Ice castles. The assignment will include the following:

- a. Critical evaluation of how the film portrays the person with a disability, the disability itself, and the individual's way of coping with the disability.
- b. Assessment of the film's success in providing a fair and balanced look at the person with the disability and how he or she were treated by others in their life.
- c. Recommendations for improving the way that the disability was handled.

Further guidelines for this assignment will be provided by the instructor. **(25 points)**

4. Integrative Health Assignment - (April 21, 2009)

Students will be required to submit a written report addressing common effects and responses to a selected health related topic. The paper will include:

- a. Assessment of intervention services offered to address the health related issue.
 - b. Design a realistic intervention, discharge plan and potential referrals in the community.
 - c. Summarize two to four articles from 2003-2008 that address the problem you have selected
- Students may work as a group or individually. If the paper is submitted as a group, the grade will be a group grade.

Further guidelines for this assignment will be provided by the instructor **(30 points)**

5. Final Exam – (April 28, 2009) – no exam will be given, however class will meet briefly.

A **final course grade** will be based upon the total number of points accumulated by a student on the above evaluations.

Learning Methods

1. Lecture and discussion
2. Guest speaker (s)
3. Awareness exercises
4. Videos
5. Field Trip

Spring 2009 Holidays

Martin Luther King	January 19 (Mon)
Spring Break	March 9-14

POLICIES

In addition to the information below, the student should become familiar with School of Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

Modification of Syllabus

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s), must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. **Students who miss more than three (3) absences regardless of the reason will have their final grade lowered by one letter grade.** The only exception to this is if the student has a documented extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

Attendance during Finals Week: It is university policy that all classes MUST meet for either a final exam or a class session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Late Assignments

All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date*. *It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox*. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor*. No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need

accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity: I will practice and defend academic and personal honesty.

Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity: I will use my talents to enrich the human experience.

Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

Course Outline and Schedule

Weeks 1 & 2 (1/13-1/20) – Orientation to Social Work Practice in the Health Field

Content

1. Orientation to course
2. Defining the purpose of social work in health settings
3. Origin and development of medical social work
4. Disability History in the United States
5. The spectrum of medical social work
 - a. Preventative, primary, secondary (acute), Tertiary (special), Restorative (rehabilitation)
 - b. Health care delivery settings
 - 1) Inpatient and ambulatory settings
 - 2) A public health perspective and major public health services.
 - 3) Rural clinic setting
 - 4) VA – Veterans Administration
 - c. Rehabilitation
 - d. Diverse Settings in health care (oncology, pediatrics, cardiac, dialysis, rehabilitation)
 - e. Illness (acute and chronic), injury, disability and other health related issues
6. Major thrusts in health care and disability policy
 - a. Perspective Payer System (PPS)
 - b. Government's role in healthcare provisions and financing
 - c. Medicare (DRG's), Medicare Prescription Plan (Part D)
 - d. Medicaid/Medically Needy Program
 - e. Migrant Health Act, 9-25-62
 - f. Federal funding (Sec. 329)
 - g. National Defense Act (1916)
 - h. National Rehabilitation Act (1920)
 - i. Social Security Act (1935)
 - j. Rehabilitation Act (1973)
 - k. Individuals with Disabilities Education Act (1975), IDEA
 - l. Americans with Disabilities Act (1990), ADA
 - m. New Freedom Initiative (January 2001)
 - n. Managed care
7. Theoretical perspectives

Readings

1. Fort Cowles, L. (2003). *Social work in the health field: A care perspective*. (2nd ed.) New York: Haworth Press.

- a. Chapter 1- Orientation to Social Work in the Health Field, pp. 3-39 &
- b. Chapter 8 - U.S. Health Care System Strengths and Problems, pp. 319-340.
2. Bartlett, Harriett M. (1975, June) Ida M. Cannon: Pioneer in medical social work", *Social Service Review*, 49(2), 208-229 (required)
3. Sochowicz, Amy Lynn. (2003). What would Ida do? Advocating for social work in healthcare. *Social work today*. 3(6). P.14-16.

Week 3 (1/27) – Legal & Ethical Issues in the Delivery of Medical Social Work

Content

1. Legal and Ethical Issues in the Delivery of Medical Social Work
 - a. Patient's rights
 - b. End of Life Care (The right to die with dignity)
 - c. Advanced Directives - Living will, Healthcare Surrogate, Power of Attorney
 - d. Religious convictions and medical treatment (cultural competency)
 - e. Guardianship, power-of-attorney
 - f. Baker Act, Myers Act
 - g. Competency
2. Confidentiality
 - a. Health Insurance Portability and Privacy Act (HIPPA)
 - b. Informed clients
 - c. Consent for disclosure
 - d. Access by clients
 - e. Testimony in court
 - f. Disclosure
3. Liability insurance
4. Boundaries and ethical dilemmas in health settings
5. Cultural implications/dilemmas

Readings

1. NASW Health Standards (course pack)
2. Fort Cowles, L. (2003). Chapter 2 – Fundamentals of Health Care Social Work Practice. Pp. 41-81. (required)
3. Sparks, J. (2006). Ethics & Social Work in Health Care. In *Handbook of health social work* (S. Gehlert & Teri Browne, eds.). Hoboken, NJ: John Wiley & Sons, Inc., Chapter 3, pp. 43-70 & Colon, Y. End-of-Life Care, Chapter 20.
4. Jackson, K. (July/August 2005). Culturally competent end-of-life care. *Social work today*. 5(4), pp.29-31.

Week 4 (2/3) - Interdisciplinary Collaboration and Practice

Content

1. Principles of conflict and collaboration: the social worker as advocate
 - a. The beauty of brainstorming - utilization of "interdisciplinary team."
 - b. Policies and procedures - the why's and how's
 - c. Quality Improvement and Peer Review: Accountability
2. Interdisciplinary practice in health settings
 - a. Issues in interdisciplinary practice/multidisciplinary practice
 - b. Collaborative work
 - c. Interdisciplinary boundaries and overlap
 - d. Interdisciplinary efforts and problem-solving stages
 - e. Problems and issues in interdisciplinary collaboration
3. Health care personnel/team concept
4. Engaging voluntary and involuntary clients

Readings

1. Cowles, Chapter 1, Orientation to social work in the health field. Pp. 17-22. (required)

2. Browne, Teri. Social Work Roles & Health-Care Settings. In *Handbook of health social work* (S. Gehlert & Teri Browne, eds.). Hoboken, NJ: John Wiley & Sons, Inc., Chapter 2, pp.23-42.

Week 5 – February 10, 2009 Field Trip to Winnie Palmer Hospital, part of Orlando Health Systems (11-12:30)

Week 6 (2/17) – Social Work in Primary Care Settings

Content:

1. The concept of primary care and secondary care.
2. Primary prevention and health promotion.
3. Theoretical perspectives.
4. The ecology of mental health and health behavior.
5. Theories associated with change in individual health behavior.
6. Client problems and social work functions in public health programs.
7. Hospital and home health care in social work practice
8. Biopsychosocial model of practice in health settings.
9. Working with diverse populations in health settings.

Readings:

1. Cowles, Chapter 3, Social work in primary care settings, pp. 87-141, Chapter 4, Social work in hospitals, pp. 143-185 & Chapter 5, Social work in home health care/home care, pp. 187-230.
2. Diwan, S. & Balaswamy, S. Social Work with Older Adults in Health-Care Settings. In *Handbook of health social work* (S. Gehlert & Teri Browne, eds.). Hoboken, NJ: John Wiley & Sons, Inc., Chapter 14. **(reserve)**
3. Moniz & Gorin. In *Handbook of health social work*.
 - a. Chapter 8 Disparities in Health: Gender and Age-Based Differences, pp. 193-218.
 - b. Chapter 6 Medicare and Medicaid, pp. 133-157

Week 7 (2/24) - Models of Professional Practice for Use in Health Settings & Persons with Disabilities

Content

1. Practice models in health settings.
 - a. Strengths-Based practice
 - b. Case Management
 - c. Independent Living Model
 - d. Empowerment
 - e. Crisis Intervention Model
 - f. Advocacy Model
 - g. Other frameworks for social work practice in health settings
 - h. Health care, disability and culture
 - i. The Discharge Planning Process
2. Understand how culture may impact health related issues.
3. Models of practice and disability from a societal perspective.
4. Motivational Interviewing and helping patients change behavior

Readings

1. Moniz, C & Gorin, Stephen. (2007). *Health and mental health care policy: A biopsychosocial perspective*. Boston: Pearson Education, Inc.,
 - a. Chapter 1-Models of Health and Health Policy, pp. 3-13.
2. Rollnick, S. Miller, W. & Butler, C. (2008). *Motivational interviewing in health care: Helping patients change behavior*. New York: Guilford Press
 - a. Chapter 1 – Motivational Interviewing: Principles and Evidence, pp. 3-10
 - b. Chapter 2 – How Motivational Interviewing Fits into health Care Practice, pp. 11-32.

Week 8 (3/3) – Mid-term Exam covering weeks 1-7

Week 9 (3/10) - Spring Break

Week 10 (3/17) – Disability: Social & Health Issues

Content

1. Common stereotypical attitudes toward persons with disabilities
2. Development of a disability culture
3. Development of an identity
4. Gender, race, ethnicity & disability
5. Roles and responsibilities of the social worker, advocacy
6. Basic assumptions, misperceptions and principles about persons with disabilities
7. Economic concerns, norms of conduct, struggles with stigmatization, advocacy issues
8. Exploration of possible secondary medical complications associated with various disabilities
9. Age at onset of disability (children, adult, older adult– congenital, acquired, catastrophic)
10. Intervention skills in working with persons with disabilities based upon a strengths perspective, self-management, and empowerment.

Reflection Paper from Field Trip Due

Readings

1. Brashler, Rebecca. Social Work Practice and Disability Issues. In *Handbook of health social work* (S. Gehlert & Teri Browne, eds.). Hoboken, NJ: John Wiley & Sons, Inc., Chapter 15
2. Strock-Lynskey, D. & Keller, D. Integrating a Family-Centered Approach into Social Work Practice with Families of Children and Adolescents with disabilities. In *Disability and social work education* (F. Yuen, C. Cohen, & K. Tower, eds.). N.Y. Haworth Press. (required)

Weeks 11 (3/24) - Physical, Cognitive, Developmental & Psychiatric Disabilities

Content:

1. Physical disabilities (deaf and hard of hearing, mobility impairment, visual disabilities and blindness)
2. Developmental & cognitive disabilities (learning disabilities, autism, mental retardation, traumatic brain injury)
3. Psychiatric disabilities (chronic mentally ill, mental health of special population groups including homeless, ethnic minorities, children)
4. Systems for grouping disabilities
5. Classifications “commonly used” in school settings
6. Rolland’s disability typology of disabilities
7. Disability categories and the medical model
8. Disability in diverse cultures
9. Identification of common and distinct needs and issues of people with various disabilities and their families. (Caring for the caregiver)

Readings

1. Mackelprang & Salsgiver:
 - a. Chapter 5, Persons with mobility disabilities, p. 82-102,
 - b. Chapter 6, Persons with hearing impairment & blindness
 - c. Chapter 10, Persons with cognitive disabilities, p. 191-207.
2. Saleeby, P. Applications of a Capability Approach to Disability and the International Classification of Functioning, Disability, & Health (ICF) in Social Work Practice. In *Disability and social work education* (F. Yuen, C. Cohen, & K. Tower, eds.). N.Y. Haworth Press. (required)

Weeks 12 & 13 (3/31-4/7) - Physical and Psychosocial Effects of Illness, Injury and Disability

Content

1. Physical effects and typical characteristics of acute, chronic, and life-threatening illnesses (including Mental Health Issues), injury and disability
 - a. A model for social work study of disease states and physical effects
 - b. Use of medical terms, prefixes, and suffixes
2. Psychosocial effects of illness, injury and disability and variations in response to health and illness
 - a. Impact on the patient and family:
 - 1) Fear, concern and uncertainty
 - 2) Feelings of isolation
 - 3) Financial
 - 4) Resources
 - 5) Re-definition of roles
 - b. Responses to health, illness, injury, disability
 - c. "Stage" theory related to loss
3. Identification of chronic illness – AIDS, diabetes, heart disease, arthritis
4. Medical illness and the psychiatric patient
5. Hidden illness and/or injury and its effect
6. End-of-Life Care
7. Terminal illness, progressive illness/disease (cancer, ALS, multiple sclerosis)
8. Financial issues related to injury, illness or disability
9. Practice Issues and Disability
 - a. Aging
 - b. Sexuality
 - c. Substance abuse
10. Polytrauma and the Veterans
11. Motivational Interviewing and psychosocial adjustment

Readings

1. Rolland, J. & Werner-Lin, A. In *Handbook of health social work* (S. Gehlert & Teri Browne, eds.). Hoboken, NJ: John Wiley & Sons, Inc., Chapter 11. **(reserve)**
2. Auslander, W. & Freedenthal, S. Social Work and Chronic Disease: Diabetes, Heart Disease, & HIV/AIDS. In *Handbook of health social work* (S. Gehlert & Teri Browne, eds.). Hoboken, NJ: John Wiley & Sons, Inc., Chapter 18. **(reserve)**
3. Cohen, C. & Napolitano, D. Adjustment to Disability. In *Disability and social work education* (F. Yuen, C. Cohen, & K. Tower, eds.). N.Y. Haworth Press.
4. Scott, Tom. (Nov. 2007). From war theater to community re-entry: Challenges of polytrauma rehabilitation. Action Magazine, pp. 18-19. Visit website: www.polytrauma.va.gov/index.asp for more information.

Week 11 March 31, 2009 - Film Review Due

Week 14 (4/14) - Intake, Assessment and Documentation

Content

1. Interviewing in urban versus rural health settings
2. Models of Assessment – Assessment & Diagnosis: Is there a difference?
 - a. Strengths, problems, needs and impressions
 - b. Medical Model
 - c. Strengths Perspective
 - d. Biopsychosocial Model
3. Identification and assessment of the patient's needs, strengths, and problems.
4. Goals: Short term & Long term
5. Intervention modalities
6. Linking the patient to appropriate resources
7. Systems and culture – what needs to be taken into account?

Terminology & Documentation

1. Recognized and accepted standards of records

2. Documentation styles
3. Key components and importance of social work recording in health settings and recording styles
4. Confidentiality - an overview
5. False reporting and/or documentation

Readings

1. Engstrom, Mlitta. Physical and mental Health: Interactions, Assessment, and Intervention. In *Handbook of health social work* (S. Gehlert & Teri Browne, eds.). Hoboken, NJ: John Wiley & Sons, Inc., Chapter 8. pp. 194-207 (part of the chapter).
2. Rothman, J. (2003). *Social work practice across disability*. Boston, MA: Pearson Education, Inc. Chapter 12, Assessing Individuals and Communities.

Week 15 (4/21) - Resources & Assistance Programs used in Conjunction with Health Care Social Work

Content: Overview of services, criteria for, obstacles to, and gaps in:

1. Florida Health and Rehabilitative Services
2. Extended Care Facilities - Levels of Care
 - a. Private
 - b. Medicare
 - c. Medicaid
3. Resources & criteria for service eligibility
 - a. Vocational Rehabilitation (VR) – Brain & Spinal Cord Injury program (BSCIP)
 - b. Social Security Supplemental Income (SSI)
 - c. Social Security Disability Income (SSDI)
 - d. Veterans Benefits (VA)
 - e. Workman's Compensation (WC)
 - f. Medically Needy program
 - g. Transportation
 - h. Children's Medical Services (CMS)
 - i. Home health care
 - j. Emergency services
 - k. Mental health services
 - l. Transportation
 - m. Housing
 - n. Senior Citizens services
 - o. Residential Care
 - p. Health prevention and maintenance
4. Identify obstacles to and gaps in service delivery, particularly as related to serving minority clients and women.

Readings

1. Community Resources Directory
2. Assorted pamphlets provided by instructor re: Medicare, Medicaid, Meals-On-Wheels, Home Health Care, American Cancer Society, etc.
3. Tour of relevant support program (optional)

Week 15 – April 21, 2009 - Integrative Health Paper Due

Week 16 – April 28, 2009 – no exam will be given, however we will meet briefly.

Bibliography

- Arnold, E. (Feb. 2004). Factors that influence consideration of hastening death among people with life-threatening illnesses. *Health & social work*. 29(1), pp. 17-26.
- Auslander, W. & Freedenthal, S. (2006). Social work and chronic disease: Diabetes, heart disease, and HIV/AIDS in *Handbook of Health Social Work*, Gehlert, Brown, editors. New Jersey: John Wiley and Sons, Inc.

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RESOURCES

<p>National Center for Immigrant's Rights 1636 West 8th Street, Suite 215 Los Angeles, CA 90017, (213) 487-2531</p>	<p>National Association of Community Health Centers, Inc. 1330 New Hampshire Ave, N.W. Washington, D.C. 20036 (202) 659-8008 Publishes "A Medicaid Guide to Migrant Health Centers" & "Medicaid and Migrant Farm Worker Families"</p>
<p>National Spinal Cord Injury Center The Zalco Building 8701 Georgia Ave., Suite 500 Silver Spring, MD. 20910 800-962-9629 Website: http://www.spinalcord.org</p>	<p>American Lung Assoc. 1333 W. Colonial Drive Orlando, Florida 32817 407-425-5864</p>
<p>Amyotrophic Lateral Sclerosis Assoc. (ALS) Rhonda Rittenhouse, MA, Registered Marriage and Family Therapist Intern Care Coordinator ALS Association Florida Chapter 3242 Parkside Center Circle Tampa, FL 33619 Phone: 888-257-1717 x 109 Fax: 813-637-9010 E-mail: rittenhouse@als-florida.org</p>	<p>Brain Injury Association of Florida Kelly Judkins, BSW 1655 E. Semoran Blvd. Suite 8 Apopka, Florida 32703 407-889-8588 www.biaf.org</p>
<p>Centaur (Central Fl. AIDS Unified Resources) 23 E. Columbia Street Orlando, Florida Dr. Phil Toal 407-849-1452</p>	<p>Center for Independent Living 720 N. Denning Ave. Winter Park, Florida 32789 407-623-1070</p>
<p>Hope and Help Center of Central Florida 1935 Woodcrest Drive Winter Park, Florida 32792 407-645-2577</p>	<p>Hospice of the Comforter 480 W. Central Parkway Altamonte Springs, Florida 32714 407-682-0808</p>
<p>Hospice of Orange/Osceola 4111Metric Drive Winter Park, Florida 32792 407-599-5079</p>	<p>United Cerebral Palsy 3305 S. Orange Ave. Orlando, Florida 32806 407-852-3300</p>
<p>Vitas Healthcare Corporation of Central Florida 5151 Adanson Street, Suite 200 Orlando, Florida 32804 407-875-0028</p>	

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ThinkFilm LLC, (2005) "Murderball"

Ron Heagy, Life is an Attitude; website www.rollon.org

Sicko