**I. COURSE PURPOSE**

Chronic conditions such as cancer, HIV/AIDS, and renal failure disrupt every aspect of daily living for the afflicted patients as well as their families. Patients’ and families’ psychological, social, spiritual, and financial resources can be severely challenged due to prolonged treatments, adverse reactions and complications, and long-term recovery and rehabilitation. This course provides the theoretical orientations and practical models to guide clinical social work interventions in diverse health care settings as well to address the needs of specific populations-at-risk. Through lectures, invited presentations, and course assignments, students will be able to apply theories and models in the context of an illness prevention and control framework. Finally, an emphasis will also be placed on the ethical dilemmas that confront social workers in health care settings including end of life care.

**II. EDUCATIONAL OBJECTIVES**

Upon completion of this course, students will be able:

1. To differentiate various levels of prevention, i.e. primary, secondary, and tertiary and the critical distinctions for social work practice

2. To understand the relationship between theories and models related to behavioral change and the etiology of these chronic conditions

3. To construct educational programs and persuasive communications that enable individuals to actively participate in primary and secondary prevention initiatives

4. To understand the nature of chronic medical conditions and the disease continuum from point of diagnosis to treatment to remission to recurrence of
disease to the need for palliative or terminal care in the context of the patient’s cultural experience

5. To apply theories and models to specific cases and situations with the ability to define specific interventions to ameliorate the psychological distress associated with these chronic conditions

6. To define the impact of chronic illnesses on family functioning with the ability to implement effective interventions that emphasize family strengths

7. To examine this range of theoretical approaches and interventions which are evidence-based

8. To apply diverse theories and models with expertise based on the patient’s and family’s level of functioning and available resources

9. To examine the ethical dilemmas that confront health care social workers including end of life care

10. To understand the significant needs of vulnerable and underserved populations including access to preventive care, acute care, and psychosocial programs

III. COURSE REQUIREMENTS

A. Required readings


All additional required readings will be made available to students via CUA’s under COURSE RESERVES.


Additional readings will be assigned in class.

B. **Course Assignments**

1. Design of an educational intervention at the primary or secondary prevention level (3-5 pages) with a preference on a project that is culturally-relevant.


3. Case analysis of patient or family based on defined theories or models with a defined treatment plan (Minimum of 10 pages).

C. **Grading policy**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignment #1</td>
<td>20%</td>
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<tr>
<td>Assignment #2</td>
<td>30%</td>
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<tr>
<td>Assignment #3</td>
<td>40%</td>
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<tr>
<td>Constructive and active class participation</td>
<td>10%</td>
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D. **Preparation, Attendance & Participation**

Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

E. **Course and Instructor Evaluation**

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using your CUA username and...
password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to NCSSS Announcements or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction and overview of course; Negotiation of the syllabus</td>
</tr>
<tr>
<td>8/27</td>
<td>Levels of prevention. Primary prevention: Behavioral change and illness prevention: Smoking cessation</td>
</tr>
<tr>
<td>2</td>
<td>Secondary Prevention</td>
</tr>
<tr>
<td>9/10</td>
<td>Health belief model with components of the PRECEDE-PROCEED model</td>
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</tbody>
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|       | Required Reading: Green & Kreuter. Chapter 6;
| 3     | Secondary Prevention (con’t) |
| 9/17  | Required Reading: Bracht. Chapters 8 – 10 |

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4  Tertiary prevention  
9/24  Stress Model Theory: Defining the meaning of the illness: The interactive process of primary and secondary appraisal.  
Required Reading:  
Lazarus. Chapters 2-4

5  Internal vs. external resources; Effective vs. ineffective coping strategies  
10/1  Required Reading:  
Lazarus. Chapters 5-7

6  Evidence for stress model theory as a guide for clinical assessment and interventions with a focus on culture  
*10/9*  Required Reading:  
Two research papers with stress model theory as a foundation for hypothesis development, structured interventions, and defined outcomes will be selected and assigned prior to this class  
Paniagua. Chapter 2

7  The Circumplex Model of Family Functioning (CMFF)  
10/15  Adaptability and cohesion as critical constructs to guide interventions; Salient components of the CMFF: Boundaries, coalitions, and the family life cycle  
Required Reading:  
Olsen et al. Chapters 1 – 3

8  Application of the CMFF to specific case scenarios  
10/22  Defined interventions and strategies for balanced vs. extreme levels of family functioning  
Required Reading:  
Olsen et al. Chapter 4 – 5

9  Evidence-based practice (EBP); educational interventions with examples.  
10/29  Required Reading:  
Three research papers that focus on educational interventions (e.g. sexuality and intimacy in chronic illness) will be selected and assigned prior to this class

10  EBP: Cognitive-behavioral interventions with clinical examples  
11/5  Required reading:  
Three research papers that focus of CBT and their use in various chronic conditions will be selected and assigned prior to this class.

11  EBP: Group interventions with clinical examples  
11/12  Required Reading:  
Three research papers that analyze group formats and their effectiveness with various populations with chronic conditions will be selected and assigned prior to this class.

12  EBP: Counseling interventions with clinical examples; review of an economic model for ambulatory social work practice.  
11/19  Required reading:  

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Three research papers that focus on counseling or brief therapy interventions in ambulatory care will be selected and assigned prior to this class. Presentation of an economic model that demonstrates the cost-benefits of social work interventions.

13  EBP: Problem-Solving Education- Therapy vs. Education
11/26  Required reading:
Three research papers that focus on PSE with defined outcomes will be selected and assigned prior to this class.

14  A comprehensive model for social work in health care
12/3  Required reading:
Zabora et al., Psychosocial rehabilitation
Health care in the United States continues to be examined for its level of effectiveness given the significant amount of resources that are utilized. Despite having the highest per capita level of expenditures in the world, the U.S. health care system does not perform well when compared to other industrialized nations. For example, the rate of infant mortality continues to be significantly higher and the life expectancy is less. Concepts such as “availability, accessibility, acceptability, affordability and accountability” contribute to the overall performance of our health care system. While support exists for preventive approaches, financial resources to support health promotion are often lacking as well as to enable populations-at-risk to achieve access. Using the HBM, PRECEDE-PROCEED, or ELM, develop an overview of an educational intervention at the primary or secondary level.

In this brief 3-5 page paper, please address the following:

1. **Background and Rationale:** define the health care problem and its level of significance. Also, identify why you selected the model as a basis for your intervention.

2. **Methods:** describe the components of the intervention based on your model.

3. **Anticipated Results:** define your expected results.

4. **Significance of Results:** define the significance and impact of your results. What could be done next?

You can examine your concept in relation to specific diseases or conditions such as:

- Cancer:
- CVD;
- HIV;
- Diabetes;
- Blindness due to glaucoma

**Paper Length:** 3-5 pages  
**Grading:** 20% of the final grade
Clinical Analysis of Stress Model Theory

Social work programs and services continue to be examined for their level of effectiveness. In order to provide effective clinical care or measure outcomes, utilization of sound theoretical principles is essential. Stress Model Theory (Lazarus & Folkman, 1984) offers a highly acceptable framework to guide the development of a psychosocial assessment as well as an effective plan of action. The purpose of this assignment is to complete a clinical analysis of one component or concept of Stress Model Theory in relation to one or more of your clinical cases. You can use real cases or you can create a case, although the preference is a real case scenario (current or past). You can choose to focus on a component of STM, such as cognitive appraisal, internal or external resources, treatment outcomes, etc. If you choose to focus on a specific concept, examples would be a specific strategy such as “problem-solving,” and internal resource such as spirituality, or an external resource such as social support.

In this 5 – 7 page paper, please address the following:

1. **Background:** define the component or concept from STM that you chose to analyze; provide a brief rational for why you selected the component or concept; place the component or concept in the context of the case with an appropriate description of the patient or family and health care setting.

2. **Assessment:** develop you one portion of your assessment of the patient or family based on #1.

3. **Treatment Plan:** define your treatment plan based on #1 and #2; define how you would conceptualize your intervention; state whether you would use education, cognitive-behavioral techniques, a group, or brief therapy as your intervention of choice.

4. **Expected Outcome:** briefly define your expected outcome and the benefit to the patient.

You can examine your component or concept in relation to specific diseases or conditions such as:

- Cancer; CVD; HIV; Renal disease; COPD; Diabetes; Blindness

**Paper Length:** 5-7 pages  
**Grading:** 30% of final grade
Case Analysis of Patient and Family Based on Selected Theories

Social work programs and services continue to be examined for their level of effectiveness. In order to provide effective clinical care or measure outcomes, utilization of sound theoretical principles is essential. Stress Model Theory (Lazarus & Folkman, 1984) and the Circumplex Model of Family Functioning (1980) offer highly acceptable frameworks to guide the development of a psychosocial assessment as well as an effective plan for intervention. The purpose of this assignment is to complete a clinical case analysis of one patient (and family) in which you complete an assessment and develop an intervention plan. You can use real cases or you can create a case, although the preference is a real case scenario (current or past). You may also wish to examine any ethical dilemma that might exist with your case. You can choose to focus on components of STM, such as cognitive appraisal, internal or external resources, treatment outcomes, etc. as well as salient concepts from the CMFF such as adaptability, cohesion, or family life cycle.

In this 10 page paper, please address the following:

1. **Assessment:** develop your assessment of the patient AND family based on SMT AND CMFF. Describe the patient based on Internal and External Resources. Based on these Resources, define the patient’s primary appraisal of their diagnosis (identify a specific chronic illness) and pending treatment regimen. You may wish to comment on the following critical factors: physical, psychological, family, social networks, culture, spiritual, work/financial, and existential. For the family, define their level of adaptability, cohesion, and life cycle stage. Also, describe the family’s perspective of the diagnosis and treatment, and their anticipated role.

2. **Treatment Plan:** define your treatment plan based on #1; define how you would conceptualize your intervention; state whether you would use education, cognitive-behavioral techniques, a skill-building group, problem-solving, or brief therapy as your intervention of choice. Define the number of sessions with a brief overview of each session.

3. **Expected Outcome:** briefly define your expected outcome and the benefit to the patient and/or family. How could you measure your outcome?

You can examine your component or concept in relation to specific diseases or conditions such as:

Cancer; Hematologic disorders; CVD; HIV; Renal disease, COPD, Diabetes; Blindness.

**Paper Length:** Minimum of 10 pages
**Grading:** 40% of the final grade

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