I. COURSE PURPOSE

Chronic physical and mental health conditions such as cancer, HIV/AIDS, renal failure, and schizophrenia can disrupt every aspect of daily living for the person with the diagnosis as well as their families and friends. Patients’ and families’ psychological, social, spiritual, and financial resources can be severely challenged due to prolonged treatments, adverse reactions and complications, long-term recovery, and rehabilitation. With the increased focus on the social determinants of health it is important the social workers have a solid foundation of these concepts as they work with people with health and illness issues.

This course provides theoretical and practical model approaches to guide clinical social work biopsychosocialspiritual assessments and interventions appropriate for use with a diverse population with individuals and families facing a health or illness issue. Through lectures, class participation, and course assignments, students will be able to apply theories and models to working with individual, families, and teams with physical and mental health conditions. Content will include working within multidisciplinary teams, the importance of cultural awareness of individuals, families, communities, and organizations, and the social determinants of health. 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. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the 10 core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
</tr>
</thead>
</table>
| **Professional Identity:**       | Social workers demonstrate professional use of self across all practice settings;  
| Identify as a professional social worker & conduct self accordingly | Develop, manage, and maintain therapeutic and professional relationships with clients within the person-in-environment and strengths perspectives.  
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| **Ethical Practice:**            | Social workers recognize and manage personal biases in practice settings;  
| Apply social work ethical principles to guide clinical practice. | Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interface with competing professional standards for ethical social work practice in settings in which they practice.  
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| **Critical Thinking:**           | Social workers engage in reflective practice;  
| Apply critical thinking to inform and communicate professional judgments | Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.  
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| **Diversity in Practice:**       | Social workers use their self-awareness to understand the influence of their personal biases and values in working with others;  
| Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they play out in clinical practice | Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.  
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| **Human Rights & Justice:**      | Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.  
| Advance human rights through understanding how social and economic justice factors impact clinical practice |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| **Research Based Practice:**     | Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.  
| Engage in research-informed practice and practice-informed research |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| **Human Behavior:**              | Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.  
| Apply knowledge of human behavior and the social environment |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
Practice Contexts:
Respond to contexts that shape practice

Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society;

Engage, Assess, Intervene, Evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Engage
• Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients;
• Develop culturally responsive therapeutic relationships;
• Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance

Assess
• Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change

Intervene
• Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors;
• Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment;
• Adapt appropriate intervention strategies based on continuous clinical assessment.

III. ADDITIONAL EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able:

1. To differentiate various social determinants of health, articulate how the various social determinants of health influence access to health care, and understand how social determinants of health, if addressed, could benefit vulnerable populations.

2. To understand the nature of chronic health conditions and the disease continuum from the 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.

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

A. Required readings

No textbook is required for this course. All required and recommended reading will be available via Blackboard.


**Additional readings will be assigned throughout the semester.**

**B. Course Assignments**

1. Social Determinants of Health Assignment – each student will select a vulnerable population who seek and receive care in the agency of their field placement. Using the social determinants of health model identify which social determinants are likely present in this group and whether they are negative or positive influences on their particular health issue. They will also discuss how this information would be included in a biopsychosocialspiritual assessment. This will be a paper using APA style.
2. Improving Cultural Knowledge Assignment – each student will select a different cultural group. Each will research what general aspects of cultural norms, history, beliefs, and health seeking behaviors. Identify aspects of a culture that are important for social workers working in health care settings and with people with health and illness issues. The format for the write-up will be developed by the class as a whole. The final outcome is a document that will be shared with everyone in the class. This is intended to be the beginning of a ‘Cultural Knowledge’ portfolio that each can build upon to enhance care and understanding of those we will work with now and in the future.

3. Scholarly Paper – a two part paper will make up the complete scholarly paper. The first part will address a theory based assessment of an individual client. The second part of the paper will address a theory/model based assessment of the same client’s family, identify an intervention based on the assessment(s), and address cultural and ethical issues at both the individual and family level.

Due dates of assignments will be determined during class 2 of the semester.

C. Grading Policy and Weights of Assignments
Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. Full credit will not be given for assignments that are submitted late. The following provides weights for the various course assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Determinants of Health Assessment</td>
<td>15%</td>
</tr>
<tr>
<td>Cultural Knowledge Summary</td>
<td>20%</td>
</tr>
<tr>
<td>Scholarly Paper Part 1</td>
<td>25%</td>
</tr>
<tr>
<td>Scholarly Paper Part 2</td>
<td>25%</td>
</tr>
<tr>
<td>Constructive and active class participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B</td>
<td>80 – 82</td>
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<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69</td>
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</tbody>
</table>

D. Preparation, Attendance & Participation
Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. 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 using your CUA username and password. Additional informal written or verbal feedback to the instructor during the semester is encouraged. Once received attempts will be made to make adjustments based on the feedback.

V. CLASS EXPECTATIONS
Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. Scholastic Expectations
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 6th ed. format, and should be carefully proofread by the student before submission to the instructor for grading.

B. Behavioral Requirements:
Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:
- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
- Use an appropriate level of class time and instructor’s time and attention in and out of class
- Behave in a manner that is consistent with the ethical principles of the social work profession.

C. 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 (http://graduatesudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.
D. Confidentiality
Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs that are for **professional learning purposes only** and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.
Class Schedule
THIS IS NOT THE FINAL LIST OF READINGS

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction and overview of course</strong></td>
</tr>
<tr>
<td></td>
<td>Role of the social worker in health care settings</td>
</tr>
<tr>
<td></td>
<td>The language health, illness, and prevention</td>
</tr>
<tr>
<td></td>
<td>Cultural awareness, knowledge, skills, and encounters</td>
</tr>
<tr>
<td></td>
<td><strong>Required Reading</strong></td>
</tr>
<tr>
<td></td>
<td>Cooper, R. S., Ferguson, A., Bodurtha, J. N., &amp; Smith, T. J. (2014). AMEN in challenging conversations: Bridging the gaps between faith, hope, and medicine.</td>
</tr>
<tr>
<td></td>
<td><strong>Recommended Readings</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Theories of Change</strong></td>
</tr>
<tr>
<td></td>
<td>What are theories and why do we use them?</td>
</tr>
<tr>
<td></td>
<td>Health behavior and promotion theories that may help social workers support individuals and families</td>
</tr>
<tr>
<td></td>
<td>- The Ecological Perspective</td>
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<tr>
<td></td>
<td>- Health Belief Model</td>
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<tr>
<td></td>
<td>- Transtheoretical Model of Stage of Change</td>
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<tr>
<td></td>
<td>- Social Cognitive Theory</td>
</tr>
<tr>
<td></td>
<td><strong>Required Reading</strong></td>
</tr>
<tr>
<td></td>
<td>NCI, Theory at a glance, pages 3 – 16, 19 – 32.</td>
</tr>
<tr>
<td></td>
<td><strong>Recommended Reading:</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>Social Determinants of Health</strong></td>
</tr>
<tr>
<td></td>
<td>What are social determinants and why are they important?</td>
</tr>
<tr>
<td></td>
<td><strong>Required Reading</strong></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health">http://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health</a></td>
</tr>
<tr>
<td></td>
<td>Braveman, P. (2014). What are health disparities and health equity? Why we need to be clear.</td>
</tr>
</tbody>
</table>

**Recommended Reading**

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**4 - 5**

**Stress Model Theory**
Stress Model Theory
Defining the meaning of illness
The interactive process of primary and secondary appraisal
Internal vs. external resources
Effective vs. ineffective coping strategies

**Required Reading**

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**6**

Application of Stress Model Theory as a guide for clinical assessment with a focus on culture and social determinants of health

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**7**

**The Circumplex Model of Family Functioning (CMFF)**
Adaptability and cohesion
Salient components of the CMFF: Boundaries; coalitions, family life cycle

**Required Reading**

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**8**

Application of the CMFF to specific case scenarios

**Required reading:**

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**9**

**Sexuality and Intimacy in Chronic Illness**

**Required Reading**

Revised July 24, 2015
Cognitive-behavioral interventions

Motivational Interviewing
Required reading:

Problem-solving intervention

Pulling it all together
Discuss Cultural Knowledge packet.
Social Workers using the social determinants of health in assessments and interventions.
Review of the semester