

**Medical Social Work**

SOWK 4060/8066/8886 | 3 credit hours

Class Meetings: TBD

**Instructor**: TBD

**Office**: TBD

**Office** **Phone**: TBD

**Email**: TBD

**Office** **Hours**: TBD

**Department:** Grace Abbott School of Social Work

**Main Office:** 206 CPACS

**Dept. Phone:**  402.554.2793

**Dept. Email:** [graceabbott@unomaha.edu](mailto:graceabbott@unomaha.edu)

COURSE INFORMATION

**Description**

This course is an introduction to medical social work. BSSW and MSW students will focus on the knowledge base and practice skills needed to assess the holistic care of patients and their families. This course prepares students to 1) understand healthcare disparities and needs of individuals and their family, 2) apply theory and models of patient-centered care delivery, 3) develop skills for working on interprofessional teams, 4) formulate ideas for addressing barriers and improving health care access.

**Rationale/Overview**

This course examines micro to macro social work practice in the healthcare field. It covers the continuum of heath care practice including diagnosis, treatment, palliative, and end-of-life care at the individual and family levels. Additionally, it investigates health disparities and the impact of health inequity on well-being and life longevity. This course prepares students to evaluate the needs of vulnerable populations and challenges them to create new ideas for addressing health disparities.

**Course Objectives/Student Learning Outcomes**

1. Understand the unique roles of medical social workers, the diverse populations, and numerous fields and interprofessional teams where they work.
2. Examine the ethics and values of social workers in various healthcare settings.
3. Correlate the social determinants of health and health disparities to an anti-racism, diversity, equity, and inclusion (ADEI) framework.
4. Utilize an anti-racism, diversity, equity, and inclusion (ADEI) framework in assessing bio-psycho-social-spiritual needs of patients and their families.
5. Apply critical thinking to patient-centered, holistic theories and models of healthcare practice delivery.
6. Design biopsychosocial intervention strategies to address patient needs. (Graduate students only)

**Prerequisites of the Course**

Undergraduate: SOWK 3320 prior to or concurrent.

Graduate: SOWK 8130 prior to or concurrent, or BSW degree.

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

**Required text(s)**

TBD

COURSE STRUCTURE/FORMAT

Video lectures, discussions, weekly assignments, audio-visual aids, and guest speakers will be used to present course materials.

TENTATIVE COURSE SCHEDULE

| **Session/Date** | **Topic** | **Assignment** |
| --- | --- | --- |
| Session 0  [open prior to semester] | Introduction to Course  Syllabus Review  Technical Support & Troubleshooting  Canvas Review  Tips for Success | Syllabus Assignment  Introductory Vlog: Self-Affirmation |
| Session 1 | Course Overview and Understanding the Role of Medical Social Workers | Read: Ch. 1  Master’s group project signs |
| Session 2 | Behavioral Health Models, Social Determinants of Health and Health Disparities  Documentary Unnatural Causes: In Sickness and In Wealth | Read: Ch. 3 and Briefly Review WHO SDOH  Assignment: Vignette & Apply Theory  Debrief Vlog |
| Session 3 | Community-based Participatory Research  Documentary: Unnatural Causes: Place Matters | Read material provided in Canvas  Debrief Vlog |
| Session 4 | Bio-Psycho-Social Assessments | Read: Chp 5, 6 & Selected readings in Canvas (Patient centered care article)  Assignment: Vignette & BPSS  Debrief Vlog |
| Session 5 | Culturally Sensitive Communication,  Ethical Dilemmas and Meaning Making | Read Ch. 2, & 4  Debrief Vlog |
| Session 6 | Special Populations   * Working with Children/Adolescents   Documentary: Unnatural Causes: When the Bough Brakes | Read Ch. 11  Assignment: Community-Based Research Proposal  Debrief Vlog |
| Session 7 | Special Populations   * Working with Families * Caregiver Stress | Read Ch. 11 & 12  Assignment: Vignette & Child, Family, or Caregiver  Debrief Vlog |
| Session 8 | Special Populations   * Living with Chronic Illness | Read: TBD  Assignment: Vignette & Chronic Illness  Debrief Vlog |
| Session 9 | Special Populations   * Oncology | Read:TBD  Assignment: Vignette & Oncology or Genetics  Debrief Vlog |
| Session 10 | Special Populations   * Genetics | Read Ch. 14  Assignment: Vignette & Genetics  Debrief Vlog |
| Session 11 | Special Populations   * Palliative Care * Hospice Care & End of Life Care   Documentary: Being Mortal | Read Ch. 9, 12, and provided readings  Assignment: Vignette & End of Life Care  Debrief Vlog |
| Session 12 | Special Topics:   * Addressing Sexual Health * Spiritual Care | Read Ch. 14  Assignment: Social Needs Case Study Assessment Due  Debrief Vlog |
| Session 13 | Global Perspectives on Health  Documentary: Unnatural Causes: Becoming American | Read Ch. 18  Post Group Presentations: Vulnerable Populations video and PowerPoint Posted  Debrief Vlog |
| Session 14 | Group Presentation | Post Group Presentations Videos by end of week. |
| Session 15 | Group Presentations & Wrap-up | Review Presentation Videos  Debrief Vlog |

**IMPORTANT DATES**

Last day to drop a course (via MavLink) and receive a 100% refund TBD

Last day to withdraw from a course (via MavLink) with a grade of “W” TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

|  |  |  |
| --- | --- | --- |
| **Assignment** | **BSSW** | **MSW** |
| Introduce yourself Discussion Board (1) | 5 | 5 |
| Syllabus Review (1) | 5 | 5 |
| Weekly Debrief Vlog (12) | 60 | 60 |
| Community-based Research Proposal (1) | 50 | 50 |
| Vignette Assignment (7) | 125 | 125 |
| Social Needs Case Study Assessment (1) | 50 | 50 |
| Group Presentation – Health Disparities (1) | 25 | 75 |
|  | 320 pts | 370 pts |

GRADING SCALE

|  |  |  |
| --- | --- | --- |
| **Percent** | **Final Grade** | **Quality Points** |
| 98–100% | A+ | 4.00 |
| 94–97.9% | A | 4.00 |
| 91–93.9% | A- | 3.67 |
| 88–90.9% | B+ | 3.33 |
| 84–87.9% | B | 3.00 |
| 81–83.9% | B- | 2.67 |
| 78–80.9% | C+ | 2.33 |
| 77–77.9% | C | 2.00 |
| 71–73.9% | C- | 1.67 |
| 68–70.9% | D+ | 1.33 |
| 64–67.9% | D | 1.00 |
| 61–63.9% | D- | 0.67 |
| Below 60.9% | F | 0.00 |

WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

**Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.**

ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](https://www.unomaha.edu/student-life/student-conduct-and-community-standards/policies/academic-integrity.php) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](https://www.unomaha.edu/information-technology-services/labs-and-classrooms/labs-and-kiosks.php) and the [Criss Library](https://www.unomaha.edu/criss-library/library-services/computers-and-equipment.php), for more information on equipment locations and availability.

TECHNICAL SUPPORT

Technical support for common university systems, including Canvas and email, is available from Information Technology Services [technical support](mailto:unohelpdesk@unomaha.edu) located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS

**Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: H&K 104, Phone: 402.554.2872, Email:** [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu)**)**

CRISS LIBRARY

UNO’s Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](http://www.unomaha.edu/criss-library) website.

EMERGENCY PREPAREDNESS

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO’s [emergency information page](http://www.unomaha.edu/emergency/index.php). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student’s request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to [unomaha.edu/writingcenter](http://www.unomaha.edu/writingcenter/) or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER

The [UNO Speech Center](file:///C:/Users/jharder/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/9GJGI1SH/unomaha.edu/speechcenter) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](https://www.unomaha.edu/student-life/student-affairs/index.php).

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)

**Council on Social Work Education (CSWE) Competencies**

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE’s 2022 Educational Polices and Accreditation Standards

(EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.

2. Advance human rights and social, racial, economic, and environmental justice.

3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.

4. Engage in practice-informed research and research-informed practice.

5. Engage in policy practice.

6. Engage with individuals, families, groups, organizations, and communities.

7. Assess individuals, families, groups, organizations, and communities.

8. Intervene with individuals, families, groups, organizations, and communities.

9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student

learning outcomes outlined above. The CSWE 2022 EPAS core competencies are identified in

the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum

learning contract assignments and the CSWE 2022 EPAS Dimensions.

| **EPAS Competency\*** | **Course Objective/Student Learning Outcome** | **Assignment** | **Dimension\*** |
| --- | --- | --- | --- |
| 1 = Demonstrate Ethical and Professional Behavior | 1.Understand the unique roles of medical social workers, the diverse populations, and numerous fields and interprofessional teams where they work.  2.Examine the ethics and values of social workers in various healthcare settings. |  |  |
| 3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice | 3.Correlate the social determinants of health and health disparities to an anti-racism, diversity, equity, and inclusion (ADEI) framework.  4.Utilize an anti-racism, diversity, equity, and inclusion (ADEI) framework in assessing bio-psycho-social-spiritual needs of patients and their families. |  |  |
| 4 = Engage in Practice-Informed Research and Research-Informed Practice | 5.Apply critical thinking to patient-centered, holistic theories and models of healthcare practice delivery. |  |  |
| 7 = Assess Individuals, Families, Groups, Organizations, and Communities | 4.Utilize an anti-racism, diversity, equity, and inclusion (ADEI) framework in assessing bio-psycho-social-spiritual needs of patients and their families. |  |  |
| 8 = Intervene with Individuals, Families, Groups, Organizations, and Communities | 6.Design biopsychosocial intervention strategies to address patient needs. (Graduate students only) |  |  |

\*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS

**References**

*Current Textbooks:*

Callahan, A. (2017). *Spirituality and hospice social work.* Columbia University Press. <https://doi.org/10.7312/call17172>

Coughlin, S. S., Sith, S. A., & Fernandez, M. E. (2017). *Handbook of community-based participatory research.* Oxford Scholarship Online. doi: 10.1093/acprof:oso/9780190652234.001.0001

Gehlert, S., & Browne, T. (Eds.). (2019). *Handbook of health social work.* Hoboken, NJ: John Wiley & Sons.

Heyman, J. C., & Congress, E. P. (2018) *Health and social work* (1st ed.). Springer Publishing Company, LLC.

Higham, P. E. (2020). *Communication and interviewing skills for practice in social work, counseling and the health professions.* Routledge.

Kattari, S. K., Kinney, M. K., Kattari, L., & Walls, N. E. (2020). *Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience* (1st ed.) Routledge.

Kelley, A. (2020). *Public health evaluation and the social determinants of health.* Routledge

Magnan, S. (2017). Social determinants of health 101 for health care: Five plus five. *NAM Perspectives*. Discussion Paper, National Academy of Medicine, Washington, DC. <https://doi.org/10.31478/201710c>

Palmer, S. D. (2021). *Social work in public health and hospitals.* Routledge.

Richardson, H. & Chowns, G. (2019). Social work practice and end-of-life care. Routledge.

Sumser, B., & Leimena, T. A. (2019). *Palliative care: A guide for health social workers.* Oxford University Press.

Wallerstein, N., Duran, B., Oetzel, J. G., & Minkler, M. (2018). *Community-based participatory research for health: Advancing social and health equity* (3rd ed.). San Francisco, CA: Jossey-Bass, a Wiley Brand.

Winnett, R., Furman, R., Epps, D., & Lamphear, G. (2019). *Health care social work: A global perspective.* Oxford University Press.

*Other References*

Adler, N. E., Glymour, M. M., & Fielding J. (2016). Addressing social determinants of health and health inequalities. *JAMA, 316*(16), 1641–1642. doi:10.1001/jama.2016.14058

Braveman, P., & Gottlieb, L. (2014). The social determinants of health: It’s time to consider the causes of the causes. *Public Health Reports, 129*(1\_suppl2), 19⎼31. doi:[10.1177/00333549141291S206](https://doi.org/10.1177/00333549141291S206)

Christ, G., Messner, C. & Behar, L. (2015). *Handbook of oncology social work: Psychosocial care for people with cancer.* Oxford University Press: New York.

Corcoran, K., & Roberts, A. R. (2015). *Social workers’ desk reference.* Oxford University Press: New York.

Elk, R. & Landrine, H. (Eds). (2012). *Cancer disparities: Causes and evidence-based solutions.* NY: Springer Publishing Company.

Israel, B. A., Eng, E., Schulz, A. J., & Parker, E. A. (Eds). (2012). *Methods in community-based participatory research for health.* San Francisco, CA: Jossey-Bass.

Marmot, M. & Allen, J. J. (2014). Social determinants of health equity. *American Journal of Public Health, 104*(S4), S517⎼S519.

**Journals**

*Encyclopedia of Social Work.*

**Websites**

American Cancer Society <http://www.cancer.org/>

American Hospital Association. <http://www.aha.org/aha_app/issues/Disparities/index.jsp>

Causes of Death. <http://www.who.int/mediacentre/factsheets/fs310/en/index.html>

Influencing State Policy (ISP). (n.d.). <http://www.statepolicy.org/index.html>

NASW Foundation. (2020). <https://www.naswfoundation.org/>

NIH-NCMHD National Center Minority Health and Disparities. <http://ncmhd.nih.gov/>

Office of Minority Health. <http://raceandhealth.hhs.gov/>

PubMed. <http://www.ncbi.nlm.nih.gov/sites/entrez>

Social Work Policy Institute. (2020). [www.socialworkpolicy.org/](http://www.socialworkpolicy.org/)

Unequal Treatment, Institute of Medicine. <http://www.nap.edu/openbook.php?record_id=12875&page=R1>

WHO and Social Determinants of Health. <http://www.who.int/social_determinants/en/>