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

**Course Learning Objectives:** at the completion of course objectives students will 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 in the various health care settings.
4) Discuss common cultural, physical and psychosocial effects of illness, injury and disability.
5) Identify and describe key individual client strengths as well as community-based resources and assistance programs used in conjunction with health care social work.
6) Demonstrate critical thinking in terms of interpreting information and collection, including interviewing in the health setting (through simulation exercises).
7) Describe major characteristics and requirements of recording and documentation in health settings.
8) Identify issues and problems of diverse individuals including minority clients and individuals with disabilities in health care settings, and understand their implications for social work practice.
9) Understand the influence of disability on the behavior of the individual and the family within the context of their environment.
10) Identify major service providers and models of service delivery for several disability populations and discuss the roles of social work within these models.
11) Identify cultural, racial and religious factors that affect the provision of health care services to various populations and the implications this has for practice.
12) Discuss major legal and ethical issues in health care social work.
13) Discuss social work issues in a rural healthcare setting.
14) Gain knowledge of practice strategies used with persons with disabilities including case management, advocacy, family and group work and interventions.
15) Understand disability as a form of human diversity that is susceptible to oppression and injustice on micro/mezzo/macro system levels.
16) Describe societal perceptions and common fears and myths associated with persons with a disability.
Evaluation of Learning and Grading: Achievement of learning objectives will be measured as follows:

1) Each student will schedule a field trip to a local health care facility in order to better understand the workings of either an inpatient or outpatient facility. A written report based on the mandatory field trip will be required. Guidelines and a list of possible facilities will be provided. (25 points) (Due September 30, 2004 or the latest November 18, 2004 depending on the facility schedule)

2) 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 critique it. A few examples 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. Guidelines for this assignment will be provided by the instructor. (25 points) (Due October 28, 2004)

3) Integrative Health Assignment - Students will be required to submit a written report addressing common effects and responses to a selected health related topic that will include an assessment, social work interventions, discharge plan and resources and/or appropriate referrals for services. Each student will identify 2-4 articles from 1999-2004 that specifically deal with the problem and integrate into the report. Students may work as a group but the report is to be written individually. (25 points) (Due November 18, 2004)

4) Mid-Term Examination - An exam will be given during week 8 covering weeks 1-7. A study guide will be provided. The exam may consist of multiple choice, true/false, short answer or discussion questions. (25 points) (October 14, 2004)

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

Grades  

\[
\begin{align*}
B+ &= 87-89 \ (3.25) \\
B &= 84-86 \ (3.00) \\
C+ &= 77-79 \ (2.25) \\
C &= 74-76 \ (2.00) \\
D+ &= 67-69 \ (1.25) \\
D &= 64-66 \ (1.00) \\
F &= 59 \ or \ less \ (0.00)
\end{align*}
\]

Fall 2004 Holidays

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>Sept. 6(Mon)</td>
</tr>
<tr>
<td>Veteran’s Day</td>
<td>Nov. 11(Thurs)</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Nov.25-28 (R-Sun)</td>
</tr>
</tbody>
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Course and Classroom Policies and Procedures:

See the BSW Student Handbook for a detailed discussion of the School of Social Work's course policies and procedures and UCF’s Golden Rule for a description of the University's class policies and procedures. Please note below general guidelines concerning the shared responsibilities of the instructor and students in this course:

Completion of Assignments:

1. All examinations and case assignments must be completed in order to pass the course. Students may NOT elect to skip any of the exams or assignments and accept a lower grade.

2. Students should submit assignments at the beginning of the class period on the identified due date. Two (2) points will be deducted for each day the assignment is submitted late. No assignment will be accepted after the last day of class.
3. The instructor reserves the right to make announced changes in course requirements, schedule and assignments. Whenever possible, such changes will include student input.

Final grades:
1. Final grades are available online after they are posted. Grades can be mailed to those students who provide the instructor with a stamped, self-addressed envelope. The instructor cannot provide a student with his/her final grade by phone or e-mail, nor can final grades be posted in the School of Social Work. To ensure confidentiality of graded material, papers and exams cannot be left by the instructor for pick up by students in the School of Social Work Office.
2. If the student believes the instructor has made an error in grading or marking an assignment, such errors should be brought to the instructor's attention within the week following the return of the graded assignment. Otherwise, the grade assigned will be considered correct and final.

Attendance:
1. Student participation is an integral part of this course. Students will be expected to assume responsibility for their own learning and to actively involve themselves in class discussions, small group exercises, and role-playing in order to develop necessary practice skills. Therefore, attendance is required. Class sessions will combine didactic, discussion and experiential components. Students must be prepared for class (e.g., complete readings and other assignments prior to class); it is also expected that students will be attentive and respectful in class (e.g., no off-task behavior, no talking among themselves).
2. Any student who must miss a class meeting (or a part of a class session) is responsible for the material and should arrange to get notes, handouts, etc. from a peer. **More than three (3) absences during the term may result in a lowering of the grade.**

Classroom Behavior: Students are expected to contribute to class discussion and are encouraged to voice their opinions. Alternative points of view should be offered and received with tact. As social workers, we must be able to accept diversity of ideas and differences of opinion. Students should feel free to express their personal opinions, and refer to relevant personal situations without fear of disapproval or disrespect. However, the classroom is not a place in which to indulge in personal venting or support seeking.

Academic Integrity: Social workers must demonstrate high standards of integrity. Students are expected to do their own work on all material submitted for a grade. Cheating and plagiarism will not be tolerated. 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 may also receive a failing grade for the course. Students who observe others violate this policy are expected to report this to the instructor. Please see your academic advisor if you have any questions or concerns about this policy.

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.

Written Assignments:
1. 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. 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 (5th edition) documentation style. All assignments are to be typed, double-spaced, and on clean bond paper.
2. 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 Monday-Thursday 9am-4pm, Friday 8am-3 pm and Sunday 2-6pm at (407) 823-2197 or http://reach.ucf.edu/-uwc

Special Accommodations: Students registered with UCF’s Office of Student Disability Services and having special needs which require accommodation for the successful completion of this course should see the instructor no later than the end of the first week of class. Failure to do so may result in accommodation(s) not being made.

Course Outline and Schedule

Weeks 1 & 2 - The Context of Social Work Practice in Health Care & Community Based Care
August 26, 2004 – September 2, 2004

Unit Learning Objectives
1. Define the purpose of social work in health settings.
2. Trace the origin and development of medical social work as a specialty service.
3. Identify traditional and non-traditional medical social work settings and functions.
4. Understand principles of social work practice in health settings.
5. Understand the history of disability in the United States
6. Describe essential components of social work departments in health settings.

Content
1. Orientation to course
2. Defining the purpose of social work in health settings
   a. "The essentials" and JCAHO (Joint Commission on Accreditation of Healthcare Organizations)
   b. Staffing the medical social work department
   c. Missions, goals, and objectives
3. Origin and development of medical social work
   a. Recognition of need
   b. Pioneers in medical social work
4. Disability History in the United States
   a. Independent Living Frame of Reference
   b. Disability and the Law
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. Rehabilitation
      5. Diverse Settings in health care (oncology, pediatrics, cardiac, dialysis, rehabilitation)
      6. 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
   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. Equal Education for All Handicapped Children Act (1975)
l. Americans with Disabilities Act (1990)
m. New Freedom Initiative (January 2001)

n. Managed care

Readings

Learning Methods
1. Lecture and discussion
   “What are You Staring At”?

Week 3 - Interdisciplinary Collaboration, Practice and Conflict
September 9, 2004

Unit Learning Objectives
1. Assess interdisciplinary practice and understand the team concept
2. Identify roles, behaviors and possible conflicts that can arise with interdisciplinary practice.
3. Describe the relationship of the medical social work department to its host setting and other departments.
4. Identify key personnel in medical social work departments, including staffing trends and educational requirements.
5. Describe the roles of Quality Improvement and Peer Review programs in health settings.
6. Assess health policy, costs and financing, delivery systems, providers, and managed care.

Content
1. Principles of conflict and collaboration
   a. Creating a suitable environment
   b. Constructive vs. destructive conflict
   c. Keeping the focus on the patient in team activities: the social worker as advocate
   d. The beauty of brainstorming - utilization of "interdisciplinary team."
   e. Policies and procedures - the why's and how's
   f. 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  
   a. Physicians  
   b. Pastoral Care  
   c. Nurses  
   d. PT- OT- ST - RT  
   e. Case management  
   f. Social Work  

Readings  

Learning Methods  
1. Lecture and discussion  
2. Speaker (optional)  
3. Exercise: Team Collaboration  

**Week 4 – Legal & Ethical Issues in the Delivery of Medical Social Work**  
**September 16, 2004**  

**Unit Learning Objectives**  
1. Discuss social work implications of legal dilemmas in health settings.  
2. Identify boundaries and ethical dilemmas in health settings.  
3. Impact of culture on ethical decision-making.  

**Content**  
1. Legal and Ethical Issues in the Delivery of Medical Social Work  
   a. Patient's rights  
   b. The right to die with dignity (End of Life Care)  
   c. Advance Directives - Living will, Healthcare Surrogate, Power of Attorney  
   d. Religious convictions and medical treatment  
   e. Guardianship, power-of-attorney  
   f. Baker Act, Myers Act  
   g. Competency  
   h. Interstate agreements  
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. Dziegielewski, S. Chapter 4- Standards, Values & Ethics in Clinical Health Care Practice, p.72-103. (required)  
2. NASW Health Standards (course pack) (required)

**Learning Methods**
1. Lecture and discussion
2. Handout - American Hospital Association's "A Patient's Bill of Rights"
3. Guest speaker (optional).
4. Video – “End of Life Care: Ethical Dimensions”

**Weeks 5 & 6 - Models of Professional Practice for Use in Health Settings & Persons with Disabilities**
*September 23 & September 30, 2004*

**Unit Learning Objectives:**
1. Describe practice models in health settings.
2. Understand models of practice that allow looking at disability from a societal perspective.
3. Assess other frameworks for social work practice in health settings.
4. Understand how culture may impact health related issues.

**Content**
1. Strengths-Based practice
2. Case Management
3. Independent Living Model
4. Empowerment
5. Crisis Intervention Model
6. Advocacy Model
7. Other frameworks for social work practice in health settings
8. Health care, disability and culture
9. The Discharge Planning Process
   a. Need identification/referral
   b. Assessment
   c. Interdisciplinary collaboration
   d. Review of appropriate resources
   e. Formulation of problem-focused discharge plan
   f. Coordination and referral for concrete services
   g. Discharge -(rural versus urban hospital setting)
   h. Follow-up

**Readings**
1. Dziegielewski, S. Chapter 13 – Case Management and Discharge Planning. (required)


**Learning Methods**
1. Lecture and discussion
2. Videotape (optional) - "People in Crises"

**Week 7 – Disability: Social & Health Issues**  
October 7, 2004

**Unit Learning Objectives**
1. Understand the development of a culture of disability.
2. Understand common stereotypes, fears and perceptions about persons with disabilities
3. Identify intervention skills in working with persons with disabilities based upon a strengths perspective, self-management, and empowerment.

**Content**
1. Common stereotypical attitudes toward persons with disabilities  
   a. Societal, consumers and professional views, stereotypes, personal beliefs  
   b. Definitions of disability
2. Development of a disability culture
3. Development of an identity  
   a. Disability as a learned social role  
   b. Empowering and normalizing disability 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 – congenital, acquired, catastrophic)

**Readings**
1. Mackelprang & Salsgiver, Chapter 1, Societal and professional stereotypes. Pp. 3-19 &  
   Chapter 2, Disability culture. Pp. 20-34. (required)

**Learning Methods**
1. Lecture and discussion
2. Guest speaker (s)
3. Awareness exercise
5. Video – “Amputees Speak Out”

**Week 8 October 14, 2004 Mid-Term Exam – Weeks 1-7**
Week 9 Physical, Cognitive, Developmental & Psychiatric Disabilities
October 21, 2004

Unit Learning Objectives
1. Identify common and distinct needs and issues of people with various disabilities and their families.
2. Identify the many disabilities (physical, psychiatric, cognitive, developmental etc.) and how congenital vs. acquired onset impacts persons with disabilities and the adjustment process

Content
1. Definitions
   a) Physical disabilities (deaf and hard of hearing, mobility impairment, visual disabilities and blindness)
   b) Developmental & cognitive (learning disabilities, autism, mental retardation, traumatic brain injury)
   c) Psychiatric (chronic mentally ill, mental health of special population groups including homeless, ethnic minorities, children)
2. Systems for grouping disabilities
   a. Activity limitation
   b. Causative condition
   c. Impairments in learning and working
   d. Classifications “commonly used” in school settings
   e. Rolland’s disability typology of disabilities
   f. Disability categories and the medical model
3. Perspectives of people with disabilities
4. Disability in diverse cultures

Readings
1. Mackelprang & Salsgiver, Chapter 5, Persons with mobility disabilities, p. 82-102, Chapter 6, Persons with hearing impairment & blindness & Chapter 10, Persons with cognitive disabilities, p. 191-207. (required)

Learning Methods
1. Lecture and discussion
2. Guest speaker(s)
3. Exercise/role play
   “Bob Vogel: Go Beyond the Limits”
Weeks 10 & 11 Physical and Psychosocial Effects of Illness, Injury and Disability
October 28, 2004 & November 4, 2004

Unit Learning Objectives
1. Describe physical effects of illness, injury or disability (as appropriate).
2. Describe psychosocial effects and responses to illness, injury and disability
3. Describe the caregivers’ role and issues related to those roles.
4. Describe the financial impact 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
   c. 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

Readings
1. Dziegielewski, S. (2003). Chapters 9 – Practice of social work in acute health care settings; Chapter 15 – The roles and services provided by the hospice social worker; Chapter 17 – Children with chronic and life-threatening illness. (required)

Learning Methods:
1. Lecture and discussion
2. Panel Discussion with guest speaker
3. Video - Stroke and Recovery
4. Video – “Life is An Attitude” (Ron Heagy)
Week 12 - No Class (Veteran’s Day)
November 11, 2004

Week 13 - November 18, 2004
Intake & Assessment
Terminology & Documentation

Unit Learning and Objectives

Intake & Assessment
1. Describe how the social worker identifies the patient’s needs, strengths and problems
2. Describe how goals and objectives (short and long-term) are formulated.
3. Describe common intervention modalities used by the medical social worker.
4. Understand the various layers of the social model of assessment, including the biological, psychological/emotional, social, and cultural.
5. Understand the various systems and cultures that need to be taken into account in the assessment process.

Terminology & Documentation
1. Describe the key components of social work recording in health settings.
2. Describe several styles of documentation.
3. Be familiar with common medical symbols and abbreviations.
4. Discuss key issues and constraints pertaining to confidentiality of records
5. Explain key terms related to the organization and functions of a medical social work department.

Content
1. Engaging voluntary and involuntary clients
2. Interviewing in urban versus rural health settings
3. Models of Assessment – Assessment & Diagnosis: Is there a difference?
   a. Strengths, problems, needs and impressions
   b. Medical Model
   c. Strengths Perspective
   d. Biopsychosocial Model
4. Goals: Short term & Long term
5. Intervention modalities
   a. Discharge planning/concrete services
   b. Supportive services/counseling
   c. Advocacy
   d. Crisis intervention
   e. Anticipating future needs
   f. Information and referral
   h. Home Health, equipment, other needed services
6. Linking the patient to appropriate resources
7. Systems and culture – what needs to be taken into account?

Terminology & Documentation
1. Sources of information
   a. The medical record
   b. Interdisciplinary consultation: the health care team
   c. Social histories
2. Recognized and accepted standards of records
3. Documentation styles
   a. Problem-focused
b. Impression-oriented  
c. S.O.A.P.  
d. Summarization  
e. DAPE  

4. Recording styles  
5. Learning the shortcuts: common medical abbreviations and symbols  
6. Confidentiality - an overview  
7. False reporting and/or documentation  

Readings  
2. Dziegielewski, Chapter 7, Record keeping and justification of service. Pp. 132-147. (required)  

Learning Methods  
1. Lecture and discussion  
2. Role Play  
3. Handout - Social History Outline from a Medical Setting  
4. Hand-outs – Recording styles  
5. Handout - Medical prefixes and suffixes  

Week 14 – No Class Thanksgiving  
November 26, 2003  

Week 15 - Resources & Assistance Programs used in Conjunction with Health Care Social Work  
December 2, 2004  

Unit Learning Objectives  
1. Identify and describe key resources and programs utilized in conjunction with medical social work.  
2. Discuss criteria for service eligibility for key programs and resources.  
3. Identify obstacles to and gaps in service delivery, particularly as related to serving minority clients and women.  

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  
   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
I. Transportation
m. Housing
n. Senior Citizens services
o. Residential Care
p. Health prevention and maintenance

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)

Learning Methods
1. Lecture and discussion
2. Handouts of pamphlets and sample forms for selected programs and services
3. Guest speaker from migrant clinic in forum presentation -OR- visit Migrant Clinic, Apopka, FL (optional), speaker from Center for Independent Living (CIL)

References
Farrier, S.S. (2002). The advantages of admissions as a social work function.
Marini, Irmo D. (2003). Americans with president propose $1.75 billion program transitioning disabilities from institutions to community living. Psychosocial process, 16(2), 105-106.
Saulnier, Christine Flynn. (2002). Deciding who to see: Lesbians discuss their preferences in
Tracy, Pat. (2003). Medicare’s “homebound” restriction: A prisoner in your own home?
RESOURCES

National Center for Immigrant's Rights
1636 West 8th Street, Suite 215
Los Angeles, CA 90017, (213) 487-2531

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"

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

American Lung Assoc.
1333 W. Colonial Drive
Orlando, Florida 32817
407-425-5864

Amyotrophic Lateral Sclerosis Assoc. (ALS)
220 Fallen Drive
Casselberry, Florida 32707
407-695-8170

Brain Injury Association of Florida
988 Woodcock Road, Suite 200
Orlando, Florida 32803
407-898-0056

Centaur (Central Fl. AIDS Unified Resources)
741 W. Colonial Drive
Orlando, Florida 32804
407-849-1452

Center for Independent Living
720 N. Denning Avenue
Winter Park, Florida 32789
407-623-1070

Hope and Help Center of Central Florida
1935 Woodcrest Drive
Winter Park, Florida 32792
407-645-2577

Hospice of Orange/Osceola
4111 Metric Drive
Winter Park, Florida 32792
407-599-5079

United Cerebral Palsy
3305 S. Orange Ave.
Orlando, Florida 32806
407-852-3300

Vitas Healthcare Corporation of Central Florida
5151 Adanson Street, Suite 200
Orlando, Florida 32804
407-875-0028

Videos
Glaxo – Educational Resource Center. (unknown)
“End-of-Life Care: Ethical Dimensions.”