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SWK 597.04W: SOCIAL WORK IN HEALTHCARE

COURSE SYLLABUS: Summer 2022

INSTRUCTOR INFORMATION

Instructor: Rebecca Judd PhD, LCDC, LMSW-IPR
Office Location: Henderson 307 (Commerce)
Office Hours: Tuesdays online 7 – 9 a.m. Or by appointment
Office Phone:
Office Fax:
University Email Address: Rebecca.Judd@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: Within 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

American Psychological Association. (2001) *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.

Software Required: Microsoft Word

Optional Texts and/or Materials: open-source materials will be provided

Course Description

There is a substantial number of social workers employed across the healthcare spectrum, yet when we look at curriculum in social work schools across the country – the major focus is on mental and behavioral health. I do not feel like we do justice to the

healthcare arm of social workers in preparing them to effectively work with individuals through a lens of “health” which is defined by WHO as “... a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”. While we cannot isolate mental and emotional health, the behavioral choices and physical health of individuals, we should be prepared to address the structural and systemic barriers and challenges for obtaining optimum health for all of us. This is where I believe social work and healthcare should intersect. In this course we are going to not focus on the “individual” but on the systems that make up healthcare and the knowledge, skills, and abilities necessary for social workers to have an impact on the “... state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”.

RELATIONSHIP TO OTHER COURSES:

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP).

*Students achieve programmatic goals listed above through demonstration of the following **bolded competencies** for Advanced Generalist Practice (AGP).*

Competency AGP 2.1.1 Exemplify professional social work behavior and standards

Competency AGP 2.1.2 Apply social work ethical principles to resolve dilemmas and create positive change

Competency AGP 2.1.3 Critically analyze practice solutions and

Communicate judgments and reasoning through decision-making processes

Competency AGP 2.1.4 Demonstrate the ability to build strengths based on mutual engagement with diverse populations

Competency AGP 2.1.5 Demonstrate commitment to strategies that address discrimination, reduce disparities, and promote social and economic justice

Competency AGP 2.1.6 Contribute to evidence-based best practice approaches to assess and improve effectiveness

Competency AGP 2.1.7 Differentially apply theories and frameworks of HBSE

Competency AGP 2.1.8 Promote social policies to improve service delivery systems

Competency AGP 2.1.9 Use leadership skills to respond, influence, and shape changing contexts

Competency AGP 2.1.10 Demonstrate autonomy in dynamic practice situations that involve:

2.1.10.1 Relationship-building at all levels of systems

2.1.10.2 Evidence-based assessment tools and intervention approaches

2.1.10.3 Effective intervention with complex problems and prevention strategies

2.1.10.4 Response to the feedback process from interventions

Competency AGP 2.1.11 Becomes increasingly proactive in recommending constructive change in organizations and communities.

Competency AGP 2.1.12 Demonstrates innovative problem-solving in social and organizational systems

Student Learning Outcomes (Practice Behaviors)

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one or more competencies. Content and Assessment in this course reflect the following practice behaviors:

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Basic knowledge of excel and being able to follow step-by-step instructions on how to run statistical analyses.

Instructional Methods

Instruction will be provided through pre-recorded instructional lectures and demonstrations, written materials, and video feedback. Synchronous sessions will be required during the semester, with days and times to be announced.

Student Responsibilities or Tips for Success in the Course

Students will be required to complete weekly statistics assignments. Keeping up with each week's statistics topic will be very helpful in completing these assignments as well as exams.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

SWK 597 Assignments

Web Resource; Engagement Activities & Other experiential learning activities (TBD)(25% of grade): *The American Healthcare System is multi-faceted and complex. Which policies (national, state, and organizational), resources, intervention techniques health social workers must gain understanding of depends on the populations with whom they work and institutions for whom they work.* Engagement Activities will include asynchronous discussion board, interactive video chats and sharing of knowledge, unique ideas and resources which is key for successful outcomes in healthcare, more so than other settings. For each unit you will be prompted to post your ideas, beliefs and opinions on the topic before engaging in the material. Then you will be prompted to post after engaging in the material. This is my version of discussion postings and feel it is best use to reflect your learning before and after engaging in the material – very much like would happen when in a f2f classroom.

Paper (25% of grade): Review three articles related to some aspect of current health care policy on any issue or topic of interest (wellness promotion; obesity; quality of healthcare as outlined by centers for Medicare/Medicaid services etc). Write a 3-5 page paper summarizing the articles/topic. The paper should provide:

- A brief summary of the insights gleaned from the issues discussed in the article
- Your thoughts and observations about the issues
- How the social work profession can use its influence and advocacy skills to impact the issue and policy presented in the article

Grading rubric can be found in D2L in the assignment resource folder under the course menu

Popcorn and a Movie (50% of final grade)

To help us take a broader look at the factors created and contributing to an unhealthy world and to inspire thoughts about creating a "culture of health" you will watch the movie Wall E (available through Google Play or Amazon and write a reaction paper. Instructions can be found in D2L in the assignment resource folder under the course menu.

Policy on Due Date

(1) NO assignments will be accepted past the due date. If an assignment is not submitted by the specified due data and time, a 0 will be awarded. **In the event of extenuating circumstances, (i.e. medical issues) and proper supporting documentation is provided, a arrangement between the instructor and student will be made for submission of assignments.**

(2) NO exams (mid-term or final) can be made up.

(3). ALL written assignments will be submitted in the correct folder, online in Bright Space D2L by the due date and time. **DO NOT** email an assignment to me. In the hordes of email I receive daily, many get lost. It is your responsibility to know how and if your computer software is compatible with Bright Space D2L for uploading assignments.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Instructor will respond to email queries within 2 business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)
[Undergraduate Student Academic Dishonesty Form](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Student Academic Dishonesty Form

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Department or Accrediting Agency Required Content

Engagement Policy

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester. Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the Fall semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you **MUST** reach out to your instructor and let him or her know.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and *National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner.

Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics*

(located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website:
<https://www.socialworkers.org>

COURSE OUTLINE / CALENDAR



School of Social Work
SWK 597: SOCIAL WORK IN HEALTHCARE
Summer I
June 6th – August 11th

(Week) Date	Topic	Reading Assignments	Assessments
1 (06/06 – 06/19) <i>NOTE: EACH MODULE COVERS TWO WEEKS</i>	INTRODUCTION TO COURSE INTRODCUTION TO HEALTHCARE CONTINUUM IN THE UNITED STATES	TBD	TBD: WEBSITE RESOURCE
<p>With successful completion of this unit, students will be able to:</p> <p>Identify and describe the different levels of healthcare across the continuum in the United States.</p> <p>Explain costs and who pays for healthcare.</p> <p>Debate health care as a right vs privilege</p>			

2 (06/20-07/03)	ROLES AND RESPONSIBILITIES OF SOCIAL WORKERS ACROSS THE HEALTHCARE CONTINUUM	TBD	TBD: WEBSITE RESOURCE
<p>With successful completion of this unit, students will be able to :</p> <p>Describe the roles and responsibilities of social workers in</p> <ul style="list-style-type: none"> • an acute hospital care setting. • Research medical settings • Extended hospital care • Long term care settings: Skilled nursing home vs Assisted Living Settings • Outpatient settings: Home health, day programs 			
3 (07/04-07/17)	VULNERABLE POPULATIONS	TBD	TBD :WEBSITE RESOURCE POPCORN AND MOVIE ASSIGNMENT DUE 07/17 @ 11:59 P.M.
<p>With successful completion of this unit, students will be able to:</p> <p>Discuss social justice in healthcare for individuals from racial and ethnic minority heritages.</p> <p>Explain challenges for those with chronic illness.</p> <p>Identify ethical and legal aspects of reproductive rights, health and social policy.</p>			

Describe interventions when working with stigmatized populations in healthcare settings: mental illness; drug abuse, individuals with criminal histories			
7 (07/18 – 07/31)	HEALTH AND WELLNESS	TBD	ARTICLE REVIEW PAPER DUE 07/31 @ 11:59 P.M.
<p>With successful completion of this unit, students will be able to:</p> <p>Define global health.</p> <p>Discuss how macro issues (climate change, pandemic, inequities across the world) impact health outcomes.</p> <p>Identify evidence of how the food industry in the United States impacts both individual and societal health</p>			
9 (08/01 – 08/11)	FUTURE OF HEALTHCARE AND SOCIAL WORK	TBD	
<p>With successful completion of this unit, students will be able to :</p> <p>Identify three challenges facing health over the next decade.</p> <p>Identify three ways social workers can impact the challenges facing health over the next decade</p>			