



SWK 597-07/08W: SOCIAL WORK IN HEALTHCARE

COURSE SYLLABUS

Summer 2024

Web-based

INSTRUCTOR INFORMATION

Instructor: **STAFF**

Office Location:

Office Hours:

Office Phone:

Office Fax:

University Email Address:

Preferred Form of Communication:

Communication Response Time: **Within 2 business days**

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required:

Microsoft Office 365

Access FREE at:

https://inside.tamuc.edu/facultystaffservices/academictechnology/_documents/Office-365-Students.pdf

Optional Texts and/or Materials:

All MSW students must purchase the following study materials to **prepare for the Graduate Comprehensive Exam** they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

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

STUDENT LEARNING OUTCOMES

The 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. Listed below are the competencies and associated knowledge, skills, values and cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 1:		

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the technical issue.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

Student Responsibilities and Tips for Success in the Course

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.

7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

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

- A = 90%-100% of total points
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Assessments	Value
Content Engagement: Before and After Reflective Postings (40% of class grade)	100 pts.
Article Review Paper (30% of class grade)	100 pts.
Popcorn and a Movie (30% of class grade)	100 pts.
TOTAL	300 pts.

Due Date Policy

TBD

Assessments

Content Engagement: Before and After Reflective Postings (40% of final 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. See **Appendix A**

Core Assignments: (60% of final grade)

Article Review Paper

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

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.

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. The Instructor will respond to email queries within two 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 require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Ethical Behavior

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

University Code of Conduct

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code") focuses on personal responsibility and accountability for students' actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

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](#) webpage (or copy/paste the following URL in your web browser:

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>)

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in "[Student Appeal of Instructor Evaluation](#)" - Procedure 13.99.99.R0.05.

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:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Academic Dishonesty Form](#)

University Rules on Research

Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

AI use in the course

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)

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](#)

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

School of Social Work & Council on Social Work Education-Specific Policies

Course Engagement

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 the Instructor, peers, and 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 may include but are not limited to, participation in 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 of the time set during a semester by the Instructor.

Instructors are experts in each course content area and set the standards for students to meet to successfully complete the course.

Student Conduct

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

Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When “a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program” as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to

[University Procedure 13.99.99.R0.41](#)

COURSE OUTLINE / CALENDAR

(Week) Date	Topic	Reading Assignments	Assessments
1 (06/05 – 06/18) <i>Note: Each Module Covers Two Weeks</i>	Introduction To Course Introduction To Healthcare Continuum in The United States	TBD	
With successful completion of this unit, students will be able to: <ul style="list-style-type: none"> • Identify and describe the different levels of healthcare across the continuum in the United States. • Explain costs and who pays for healthcare. • Debate health care as a right vs privilege. 			
2 (06/19-07/02)	Roles and responsibilities of social workers across the healthcare continuum	TBD	
With successful completion of this unit, students will be able to: Describe the roles and responsibilities of social workers in <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 (07/03-07/16)	Vulnerable populations	TBD	Resource popcorn and movie assignment due 07/17 @ 11:59 p.m.
With successful completion of this unit, students will be able to: <ul style="list-style-type: none"> • Discuss social justice in healthcare for individuals from racial and ethnic minority heritages. • Explain challenges for those with chronic illness. • Identify ethical and legal aspects of reproductive rights, health, and social policy. • Describe interventions when working with stigmatized populations in healthcare settings: mental illness; drug abuse, individuals with criminal histories. 			
7 (07/17 – 07/30)	Health and wellness	TBD	Resource popcorn and movie

			assignment due 07/30 @ 11:59 p.m.
<p>With successful completion of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Define global health. • Discuss how macro issues (climate change, pandemic, inequities across the world) impact health outcomes. • Identify evidence of how the food industry in the United States impacts both individual and societal health. 			
9 (07/31 – 08/11)	Future of healthcare and social work	TBD	Article review paper due 08/06 @ 11:59 p.m.
<p>With successful completion of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Identify three challenges facing health over the next decade. • Identify three ways social workers can impact the challenges facing health over the next decade. 			