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**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 614**

**Clinical Social Work Practice in Healthcare**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, mezzo, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus on working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This course will view the practice of social work in health care as the integration of physical and mental health. We will explore in depth the biopsychosocial concomitants of physical and mental disorders. The integration of both health and mental health has implications for assessment and intervention and relies upon a person-centered/relation-centered framework. Content is organized around domains of health/mental health care over the life course. Intervention strategies will be geared towards assessment, prevention, palliation, and rehabilitation of individuals and families with a diagnosis of an illness in a variety of health care settings. Examples of these settings include crisis services, acute and chronic care, ambulatory and inpatient services, rehabilitation, and long-term care. Special emphasis will be given to concerns for social justice in health services with attention to underserved groups. We will survey the expanding clinical social work services in community-based programs, public health, and private health care systems. The multifaceted roles and competencies that social workers develop in these settings will be emphasized. Clinical social work students in the health field will examine the individual, family, and group modalities. Characteristics of evidence-based practice and outcome measures of services will be discussed.

Ethical and moral concerns of health care practice will be addressed. Attention also will be directed to the interdisciplinary professional relationships that clinical social workers must form within the health care system and the role of the clinical social worker. Delivery of health care services and intervention strategies will especially focus on the disabled, the poor, the oppressed, and populations at risk, including women and children, ethnic and racial minorities, the elderly, and gay, lesbian, bisexual, and transsexual persons. Multiple content areas will be discussed throughout the course, including working with patients and families in outpatient areas, inpatient areas, emergency departments, home health care, hospice, and long-term care.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 1.0: Demonstrate Ethical and Professional Behavior**

| **Assignment** | Class Discussions Throughout the Course | Knowledge, Values, and Skills |
| --- | --- | --- |
| **Assignment** | HIPAA Quiz, Older Adult Quiz, Palliative Care Quiz | Knowledge, Values, and Skills |
| **Assignment** | Student Portfolio Paper 1 | Knowledge, Values, and Skills |
| **Assignment** | Target Population Paper 2 | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 2.0: Engage in Diversity and Difference in Practice**

| **Assignment** | Target Population Paper 2 | Knowledge, Values, and Skills  |
| --- | --- | --- |

**Competency 3.0: Advance Human Rights and Social, Economic, and Environmental Justice**

| **Assignment** | HIPPA Quiz and Target Population 2 paper | Knowledge and Skills  |
| --- | --- | --- |

**Competency 4.0: Engage in Practice Informed Research and Research Informed Practice**

| **Assignment** | Target Population Paper 2 | Knowledge, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 5.0: Engage in Policy Practice**

| **Assignment** | Class Discussions on Hospital Policies/Power Points | Knowledge, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 6.0: Engage with Individuals, Families, Groups, Communities, and Organizations**

| **Assignment** | Class Discussions/Power Points | Knowledge, Value, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Target Population Paper 2 and Internship Intervention Paper #3 | Knowledge, Value and Skills, and Cognitive & Affective Processes |

**Competency 7.0: Assess Individuals, Families, Groups, Communities, and Organizations**

| **Assignment** | Class Discussions on Assessments with Various Patient Populations | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Target Population Paper 2 and Internship Intervention Paper 3 | Knowledge, Skills, and Cognitive & Affective Processes |

**Competency 8.0: Intervene with Individuals, Families, Groups Communities, and Organizations**

| **Assignment** | Class Discussions on Social Work Interventions  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Target Population Paper 2 and Internship Intervention Paper 3 | Knowledge, Skills, and Cognitive & Affective Processes |

**Competency 9.0: Evaluate Individuals, Families, Groups Communities, and Organizations**

| **Assignment** | HIPAA, Older Adult, and Palliative Care Quizzes | Knowledge, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Class Discussions Surrounding Evaluating Policies, Procedures, and Outcomes of Critical Pathways, Health Outcomes | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Target Population Paper 2 | Knowledge, Skills, and Cognitive & Affective Processes |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, and also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Percentage (%)** |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grades awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

Students must submit all assignments using the assignment links in Sakai, unless otherwise instructed by the professor.

**Assignment 1: Beginning of Class Reflection Student Portfolio/Chosen Target Population** (2 pages, 50 points)

Students should submit a written 2-page reflection paper where the student discusses some reasons for taking this course. The student should share an interest in future social work practice. This assignment is to be posted in the Assignments Section of Sakai, adhering to the due date above. Students can receive up to 50 pts for this assignment.

Students should answer the following questions and include these answers in their assignment.

1. Why are you taking this course? (Beyond it being a requirement)
2. Students should reflect on their area of interest in the practice of social work in a health care setting. Think about what interests you about health care social work. Where can you visualize yourself working in your future as a health care social worker? What patient populations are you passionate about and motivate you? Share an interest in future social work practice.
3. Describe some of your ideas about how social work contributes to an integrated health care practice.
4. Think about your internship experience and discuss how you will seek out learning opportunities with diversity and social justice issues.
5. Pick an area of health and/or mental health that is of interest to you. The group and topic (target area) you choose will be your area of focus with the class assignments. **For example, a student could choose the target area of Alzheimer’s patients, Pediatric Oncology patients, Adult Spinal Cord patients, Teenage Eating Disorders, HIV/AIDS patients, and Adolescent patients with bipolar disorder.**

This assignment is to be posted in the Assignments Section of Sakai, adhering to the due date above. Students can receive up to 50 pts for this assignment.

**Assignment 2: Social Work Practice in Health Care Target Population** (7-10 pages, 350 points)

This assignment will provide students with the opportunity to explore social work practice within a category of illness or with a particular group. Students should utilize the topic they identified in Assignment #1 as their chosen target area for this paper.

1. Research and describe the clinical health/mental health issues associated with your chosen group or diagnostic area (cancer, diabetes, etc.)
* Provide thorough details of your definition of this community, group, etc. (age, gender, religious preferences, cultural attitudes, etc.)
* Provide thorough details of the disease entity, including etiology, progression, and course over the life span. (Limit this section to two pages)
* Are there available services? Are they accessible? Usable?
* What is the role of the health care social worker?
* What are the goals of health care social work practice within this community or group?
* Describe some of the challenges in engaging this population or group.
* What re the social determinants of health that might impact this group or community?
* What are the barriers/opportunities to access and use resources?
* Describe the challenges in assessing this group.
* What is the value of an interdisciplinary team working with this population or group?
* How does the social work role complement the role of other professionals?
* What might be some social work interventions that you would recommend health care social workers utilize when working with this particular population or group?
* Based on the analysis above and your research, what services do you see medical social workers utilizing with your target population?
* Share research on your target population or group and cite that research in your paper.

The paper should be 7-10 pages in length, and students should incorporate at least 5 different citations/references throughout this paper. Papers should be double-spaced. A Reference Page should be included at the end of this paper.

**Assignment 3: Internship Intervention Assignment with Target Population and Practiced Intervention** (2 pages, 70 points)

This assignment is an internship assignment where students can work with patients from their target population (from Assignments 1 and 2). Students will be able to choose an intervention to practice with patients at their internship. Students should write a 2-page paper detailing the information below.

* Identify an intervention utilized by health care social workers with your chosen target population.
* Develop a plan for how you will practice this intervention at your internship. Fully define the intervention. What will you do? What are the intended outcomes? Consider how your intervention may need to be tailored for your internship/population. Determine how you will know your intervention has the intended effects. What were some of the benefits and some challenges that you experienced while working with your patient? Is there anything that you would do differently? What strengths did you see in yourself that promoted confidence in your abilities? How will you track your intervention?

**Assignment 4: Module Quizzes** (150 points)

Students will take three module quizzes during the course. Quiz 1 is on the Health Insurance Portability and Accountability Act of 1996. Quiz 2 will be on Working with Older Adults. Quiz 3 will be on Palliative and Hospice Care. All quizzes can be found on the Sakai Course site and under the Tests and Quizzes Category. Each quiz will be worth a total of 50 points.

**Assignment 5: Forum Assignments** (100 points)

Throughout the course, students will complete two forum discussions. Students will find the Forum assignment topics in Sakai under the Forum Section along with detailed instructions as to completion. The instructor will determine the subject matter of the forum, and the students will be required to submit their assignment/discussion prior to reading other students’ discussions. Students should plan to comment on two other student entries.

**Weighing of Assignments**

Classes are structured in ways that allow students to take responsibility for their learning experiences. As a result, each student determines her/his own learning outcomes and final grade contingent on meeting course requirements. The instructor will assign the letter grade that you have achieved.

|  |  |
| --- | --- |
| **Graded Assignments** | **Points** |
| **Class Attendance and Participation** | Each Class 20 Points | 280 |
| **Assignment 1** | Reflection Student Portfolio/Chosen Population Start of Class | 50 |
| **Assignment 2** | Social Work Practice in Healthcare with Target Population Paper | 350 |
| **Assignment 3** | Internship Intervention Paper | 70 |
| **Assignment 4** | 3 Module Quizzes Throughout Course (50 points possible for each quiz) | 150 |
| **Assignment 5** | Forum Discussions 2 Total Per Course (50 Points Each) | 100 |
| **Total Points** |  | **1000**  |

**Rubric for Graded Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** |  |  |  |
| **Introduction to Paper** | Clear and concise introduction that introduces subject matter. | Lack of clarity in introduction. Reader has an idea of what writer will discuss but still unclear. | Insufficient information provided on subject matter introduction. Reader unclear of subject matter. |
| **Content** | Balanced presentation of relevant information that supports a central purpose. Reflects in-depth thought and analysis of the topic. Reader gains important insights. | Information provides reasonable support for a central purpose. Basic thought and analysis of the topic. Reader gains some insights. | Central purpose is not identified. Reflects limited thought and analysis of the topic. Reader does not gain much insight. |
| **Organization** | Ideas are arranged logically and support the content of the paper. Reader can follow ideas clearly. | Ideas flow well but lack organization throughout paper. Reader has some difficulty following ideas. | Ideas not well organizations and reader have much difficulty following ideas. |
| **Summary**  | Clear and concise summary of relevantInformation about subject of paper.Use of descriptive language.Attribution of information to its source | Lack of clarity in parts of summaryOne or two important pieces of information appear to be missingOccasional absence of attribution | Insufficient informationLack of attribution to source |
| **Writing**  | Writing is free from grammatical errors | One or two writing or grammatical errors are present | Writing is problematic throughout paper, including use of run-on sentences or sentence fragmentsPaper clearly needs to be proofread |

**REQUIRED TEXT(S)**

* Allen, K. & Spitzer, W. (2016) *Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends*. Los Angeles: Sage

**RECOMMENDED TEXT(S)**

* Gehlert, S. & Browne, T.A. (2019). *Handbook of Health Social Work.* New Jersey: John Wiley & Sons, Inc. Available as an e-book
* Rolland, J. S.  (2018).  Helping Couples and *Families Navigate Illness, & Disability:  An integrative Approach.*  New York:  Guildford Press
* Rollnick, S. & Miller, W. R., & Butler, C. C.  (2013).  *Motivational Interviewing Helping people change.*  New York:  The Guilford Press. 3rd Edition
* Boyd-Webb, N. (Ed.). (2009). *Helping youth and families cope with acute and chronic health conditions: A strengths-based approach.* New York: Wiley Publishing, Inc. (Available as an e-book)
* American Psychological Association.  (2020).  *Publication manual of the American Psychological Association (7th ed.)*.  Washington, DC:  American Psychological Association.

**COURSE SCHEDULE**

**Module 1 – Introductions and Course Overview**

**Date**

**Description**

In this module, we will review the course syllabus, requirements, assignments, and course expectations.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss the history of social work in health care

**Required Resource**

* No required readings for class 1

**Module 2 – History and Fundamentals of Health Care Social Work Practice**

**Date**

**Description**

In this module, students will review the history of social work health care and look at the service continuum within health care organizations.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss the history of social work in healthcare
2. Analyze the health care system as a service continuum
3. Apply the fundamentals of medical terminology

**Required Resources**

* Allen, K. & Spitzer, W. (2016). The historical and contemporary context for healthcare social work practice. Social Work Practice in Healthcare, Chapter 1, pp. 7-30, L.A.: Sage.
* Allen, K. & Spitzer, W. (2016). The organizational context of healthcare social work practice. Social Work Practice in Healthcare, Chapter 2, p. 31-48, LA.: Sage.
* Gregorian, C. (2005). A career in hospital social work: Do you have what it takes? Health and Social Work*,* 40(3), 1-14.

**Module 3 – Social Work in Health Care Settings: Theories, Frameworks, and Roles**

**Date**

**Description**

In this module, students will explore social work roles, theoretical frameworks, characteristics, and functions of social workers in healthcare settings.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the social work role within integrated health care settings and related tasks
2. Explain the theoretical foundations of healthcare social work practice
3. Identify and describe healthcare social work practice skills and competencies

**Required Resources**

* Gehlert, S. & Brown, T. (2019) Handbook of Health Social Work. 3rd Edition. Lisa de Saxe Zerden MSW, PhD, Gracelyn Cruden, Brianna M. Lombardi MSW, PhD, Lexie R. Grove, Sheila V. Patel, and Byron J. Powell. Chapter 9, The Implementation of Integrated Behavioral Health Models.
* <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213892742202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en>
* Lisa de Saxe Zerden MSW, PhD, Brianna M. Lombardi MSW, PhD, and Anne Jones MSW, PhD. (2019) Social Workers in Integrated Health Care: Improving Care Throughout the Life Course. Social Work in Health Care, 58(1), 142-149. <https://www.tandfonline.com/doi/pdf/10.1080/00981389.2019.1553934?needAccess=true>
* Allen, K.& Ruffolo (2016). Knowledge and Theoretical Foundations of
* Health Care and Social Work Practice. Social Work Practice in Healthcare, Chapter 3, p. 69-94. LA.: Sage.
* Allen, K. & Spitzer, W. (2016). Healthcare social work practice skills and competencies. Social Work Practice in Healthcare, Chapter 4, p.95-126. LA.: Sage.
* S. Lala Strossner, Ph.D., LCSW. (2018). Health Care Review: Integrated Health Care – What Do Social Workers Contribute? Social Work Today. Volume 18. No. 2. P32. <https://www.socialworktoday.com/archive/MA18p32.shtml>

**Module 4 – Interdisciplinary Teams, Health Literacy, Social Determinants of Health, And Communication in Healthcare**

**Date**

**Description**

In this module, students will learn about working on interdisciplinary teams and the importance of communication in the field. Students will also explore the social determinants of health and health literacy.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Analyze and discuss collaboration skills for working on an integrated and transdisciplinary team
2. Review health literacy and how social workers can educate patients and families
3. Identify and give examples of The Social Determinants of Health

**Required Resources**

* Benjamin, Regina. 2010. Surgeon General’s Perspectives: Improving Health by Improving Health Literacy. Public Health Reports. November-December 2010 Volume 25 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2966655/>
* Coyle, Sue. **Understanding the Social Work Role in Integrated Care — Taking a Seat at the Table. Volume 19, No. 2 p 24.**<https://www.socialworktoday.com/archive/MA19p24.shtml>
* Davis, Montgomery, A. E., Dichter, M. E., Taylor, L. D., & Blosnich, J. R. (2020). Social determinants and emergency department utilization: Findings from the Veterans Health Administration. The American Journal of Emergency Medicine, 38(9), 1904–1909. <https://libkey.io/libraries/19/articles/391006867/full-text-file?utm_source=api_1687>
* Gehlert, S. & Browne, T. (2019). Sarah Gehlert, Seul Ki Choi, Daniela B. Friedman. Communication in Healthcare. Handbook of Health Social Work. 3rd Edition. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213892742202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en>
* Health People 2020 Social Determinants of Health. <https://www.tandfonline.com/doi/abs/10.1080/00981389.2011.610872>
* Mohottige Dinushika and Boulware.L. Ebony. (2020) Trust in American Medicine. A Call to Action for Healthcare Professionals. <https://libkey.io/libraries/19/articles/371105266/full-text-file?utm_source=api_1687>
* NASW Standards for Social Work Practice in Healthcare. <https://www.socialworkers.org/LinkClick.aspx?fileticket=fFnsRHX-4HE%3D&portalid=0>
* NASW Social Workers in Hospitals and Medical Centers Occupational Outlook <https://www.socialworkers.org/LinkClick.aspx?fileticket=o7o0IXW1R2w%3D&portalid=0>
* Social Determinants of Health: Grand challenges for social work. 2016. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4985885/>
* Specker Sullivan, Laura. (2020) Trust, Risk, and Race in American Medicine. <https://libkey.io/libraries/19/articles/371105271/full-text-file?utm_source=api_1687>

**Module 5: Ethics and Values in Health Care Social Work**

**Date**

**Description**

In this module, students will learn about ethics and values in health care. Students will explore health disparities, cultural competency, and social justice in healthcare.

**Learning Objectives**

After successfully completing this module, student will be able to:

1. Discuss ethics and values within health social work
2. Describe how ethics inform practice in the healthcare field.
3. Explore cultural competency in healthcare social work
4. Examine health disparities in healthcare
5. Discuss social justice in health care
6. Describe evidenced-based practice in healthcare social work

**Required Resources**

* Allen, K. (2016). Cultural competence in health care social work. Social Work Practice in Healthcare, Chapter 15, 413-436, LA. Sage.
* Gehlert, S. & Browne, T. (2019) Ethics in Healthcare. Handbook of Health Social Work. Third Edition. Kimberly Strom-Gottfried Chapter 3, (39-70). <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213892742202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en>
* O. Donnell, P. (2016). Values and ethics in healthcare social work. Social Work Practice in Healthcare, Chapter 5, and p.127 144. LA.: Sage.

**Recommended Resources**

* National Association of Social Workers. (1999). Code of Ethics of the National Association of Social Workers. Washington, DC: NASW.
* Bosanquet, P. (Producer), & Nichols, M. (Director). (2001). Wit [Motion picture]. United States: HBO Films & Avenue Pictures Productions.

**Module 6 – Assessments Confidentiality and Evidence: Based Practice in Healthcare Settings**

**Date**

**Description**

In this module, students with explore HIPAA, confidentiality, working with variety of patients, and clinical pathways, outcomes, and quality improvement. Students will also explore evidence-based practice.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and describe the application and importance of confidentiality and HIPAA in Healthcare
2. Discuss the influences of developmental stages and specific populations on patient assessment
3. Examine the significance of practice research and evaluation in health care social work.
4. Review concepts of continuous quality improvement, clinical pathways, and patient outcomes.

**Required Resources**

* Allen, K. (2016). Practice-Based Research in Healthcare Social Work. Social Work Practice in Healthcare, LA: Sage. Chapter 5 p 145-174. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213892742202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en>
* Gehlert, S. & Browne, T. (2019) Health Policy and Social Work. Handbook of Health Social Work. Third Edition. Darnell, J. and Allen, H. Chapter 6.
* Palinkas, L. and Mendon, S. (2019) Translation of evidence based practices in health. Handbook of Health Social Work, Third Edition. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213892742202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en>

**HIPAA Quiz.** See Sakai Tests and Quizzes section and complete quiz.

**Module 7 – Case Management, Transitions in Care and Discharge Planning**

**Date**

**Description**

In this module, students will learn about social work case management, transitional planning across continuums of care, and the specifics of discharge planning.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explain continuum of care for patients through collaboration with caregivers, health care practitioners, and community providers
2. Assess and determine access to care and appropriate use of resources
3. Review clinical needs of patients while balancing their rights to self determination

**Required Resources**

* Allen, K. (2016). Transitional planning across the continuum of care. Social Work Practice in Healthcare, Chapter 8 p. 213-238, LA.: Sage.
* Kripalani, S., Jackson, A., Schnipper, J., & Coleman, E. (2007). Promoting effective transitions of care at hospital discharge: A review of key issues for hospitalists. *Journal of Hospital Medicine, 2*(5), 314-323.

**Recommended Resources**

* O’Sullivan, T., Ghazzawi, A. G., Stanek, A., Lemyre, L. (2012). “We don’t have a back-up plan”: An exploration of family contingency planning for emergencies following stroke. *Social Work in Health Care, 51*(6), 531-551.

**Module 8 – Chronic Illness and Social Work Interventions**

**Date**

**Description**

In this module, students will explore the trajectory of illness, chronic illness and age-appropriate interventions with patients and families in health care settings.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the trajectory of illness
2. Define and give examples of depression and chronic illness
3. Identify age-appropriate interventions with individuals and families facing chronic medical conditions
4. Explain the roles of social work in pain management

**Required Resources**

* Schmall, S. & Schmidt, A. (2016). Chronic illness: Issues and interventions. Social Work Practice in Healthcare, Chapter 7, 175-212. LA.: Sage.
* Council of Social Work Education. The Role Social Workers Play on Managing Chronic Illness. [https://www.cswe.org/getattachment/Centers-Initiatives/Gero-Ed-Center/Initiatives/Past-Programs/MAC-Project/Resource-Reviews/Health/CI-Sec2-Role-SW-(2).pdf.aspx](https://www.cswe.org/getattachment/Centers-Initiatives/Gero-Ed-Center/Initiatives/Past-Programs/MAC-Project/Resource-Reviews/Health/CI-Sec2-Role-SW-%282%29.pdf.aspx)

**Recommended Resources**

* Auslander, W. & Freedenthal, S. (2012). Adherence and mental health issues in chronic disease: Diabetes, heart disease, and HIV/AIDS. In S. Gehlert & T. A. Browne. Handbook of Health Social Work (pp. 526-556)*.* New Jersey: John Wiley & Sons, Inc.
* Rolland, J.S. (2012). Families, health, and illness. In S. Gehlert & T. A. Browne. Handbook of health social work (pp. 318-342)*.* New Jersey: John Wiley & Sons, Inc.

**Module 9 – Co-occurrence of Behavioral Health and Medical Issues**

**Date**

**Description**

In module 9, students will explore integrated behavioral health and social work roles with behavioral health units and crisis intervention in health care settings.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Recognize the integration of physical and behavioral health in crisis with patients and families
2. Discuss the social work role in behavioral health
3. Examine crisis intervention within health care settings and social work roles.

**Required Resources**

* Allen, K. (2016). Co-occurring psychiatric and substance abuse disorders in medical patients. Social Work Practice in Healthcare, 13, 357--383. LA. Sage.
* Dekel, R. & Baum, N. (2010). Intervention in a shared traumatic reality: A new challenge for social workers. The British Journal of Social Work, 40(6), No. 6 (September 2010), pp. 1927-1944
* Fusenig, Elizabeth, "The role of Emergency Room Social Worker: An Exploratory Study" (2012). Master of Social Work Clinical Research Paper 26.

**Recommended Resources**

* Auslander, W. & Freedenthal, S. (2012). Adherence and mental health issues in chronic disease: Diabetes, heart disease, and HIV/AIDS. In S. Gehlert & T. A. Browne. Handbook of Health Social Work (pp. 526-556)*.* New Jersey: John Wiley & Sons, Inc.
* Engstrom, M. (2012). Physical and mental health: Interactions, assessment, and Interventions. In S. Gehlert & T. A. Browne. Handbook of health social work (pp. 164-218)*.* New Jersey: John Wiley & Sons, Inc.

**Module 10:** **Crisis Intervention and Suicide Assessment in Health Care Settings**

**Date**

**Description**

In this module, students will gain additional knowledge on working with crisis intervention in health care settings and review suicide screenings, assessments, and interventions.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explain crisis intervention in hospital settings
2. Identify and give examples of de-escalation strategies to utilize in crisis intervention
3. Discuss social work intervention in patient and family crisis situations
4. Discuss suicide screening, assessment, and intervention

**Required Resources**

* Labouliere CD, Vasan, P. Kramer, A., Brown, G. Green K., Rahman, M. Krammer, J. Finerty, M., Stanley B. 2018. “Zero Suicide” A Model for Reducing Suicide in United States Behavioral Healthcare. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6022755/>

# Richmond, J.S., Berlin, Jon S, Fishkind, A. B, Holloman, G.H., Zeller, S. L., Wilson, M.P., Rifai, M.A., NG, A.T. Verbal De-escalation of the Agitated Patient: Consensus Statement of the American Association for Emergency Psychiatry Project BETA De-escalation Workgroup. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3298202/>

* Singer, Jonathan. 2007. Podcast: Crisis Intervention and Suicide Assessment Part 1 History and Assessment
<https://socialworkpodcast.blogspot.com/2007/01/crisis-intervention-and-suicide.html>
* Singer, Jonathan, 2007. Podcast: Crisis Intervention and Suicide Assessment Part 2 Intervention and Crisis Assessment. <https://socialworkpodcast.blogspot.com/2007/01/crisis-intervention-and-suicide_29.html>
* Video: Kevin Briggs. 2014, March. Ted Talk: The Bridge Between Suicide and Life. <https://www.ted.com/talks/kevin_briggs_the_bridge_between_suicide_and_life?language=en>

**Module 11: Community and Public Health Social Work**

**Date**

**Description**

In this module, students will explore concepts of community and public health social work along with models of practice with high risk and oppressed populations.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Review the history and philosophy of community social work
2. Articulate the roles and functions of public health social workers
3. Compare and apply models of practice with at-risk and oppressed populations

**Required Resources**

* Kally, Z., Cherry, D., Howland, S., & Villarruel, M. (2014). Asian Pacific Islander dementia care network: A model of care for underserved communities. *Journal of Gerontological Social Work*, *57(6-7),* 710-727.
* Ruiz, E., Aguirre, T., & Mitschke, D. (2013). What leads non-U.S. born Latinos to access mental health care? Social Work in Health Care, 52(1)*,* 1-19.
* Siefert, K. & Shelton, D. (2016). Community and health promotion. Social Work Practice in Healthcare, Chapter10, 259-286. LA.: Sage.
* Sable, M.R., Schild, D.R., & Hipp, J.A. (2012). Public Health and Social Work. In S. Gehlert & T. A. Browne. Handbook of health social work (pp. 64-99)*.* New Jersey: John Wiley & Sons, Inc.

**Module 12: Practice with Older Populations, Dementia, and Cognitive Wellness**

**Date**

**Description**

In this module, students will learn about working with the older adult population in the health care setting.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe benefits and challenges of long-term care
2. Explore working with the well aging-emerging older adulthood
3. Explain the continuum of care and populations served
4. Evaluate the “clinical” eye in long term care

**Required Resources**

* Hollinger-Smith, L., Brod, K., Brecht, S., & Leary, M. (2012). Adult children of CCRC residents: Their perceptions, insights, and implications for shaping the future CCRC. Senior Housing & Care Journal, 20(1), 3-20. [Adult Children of CCRC residents](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=82824345&site=ehost-live)
* Lev, S. & Ayalun, L. (2015). Running between the raindrops: The obligation dilemma of the social worker in the nursing home. Health & Social Work, 40(1), 10-18. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN_medline25665286>
* Spitzer, W. (2016). Gerontological healthcare social work practice. Social Work Practice in Healthcare*,* Chapter 11, 287-314, LA.: Sage.
* **The Geriatric Social Worker** —**Working as Part of an Interdisciplinary Health Care Team** <https://www.socialworktoday.com/archive/091514p34.shtml>
* Cox, Carol. Older Adults and COVID 19: Social Justice, Disparties, and Social Work Practice. (2020) <https://www.tandfonline.com/doi/full/10.1080/01634372.2020.1808141?src=recsys>

**Module 13: Oncology, Palliative Care, Hospice Care, and End of Life Care**

**Date**

**Description**

In module 13, students will explore Advanced Directives, and end of life issues in health care settings.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Review and discuss history and philosophy of palliative and hospice care
2. Discuss Advanced Directives with POLST to Five Wishes
3. Practice skills in dealing with end-of-life issues and associated ethical issues
4. Demonstrate cultural competence in regard to helping clients of color access and use end-of-life services
5. Describe managing ambiguous loss

**Required Resources**

* Hedlund, S. (2016). Social work practice in oncology, palliative and end of life care. In K. Allen and Spitzer, W. in *Social Work Practice in Healthcare*, Chapter 9, 239-258. LA.: Sage.
* **Report on Pain Management Best Practice NASW** Re: HHS-OS-2018-0027- Pain Management Best Practices Inter-Agency Task Force Draft Report on Pain Management Best Practices <https://www.socialworkers.org/LinkClick.aspx?fileticket=F1A-lt2Boio%3D&portalid=0>
* **Christ, Grace and Diwan, Sadhna. CSWE Gero-Ed Center. The Role of Social Work in Managing Chronic Illness Care**[https://www.cswe.org/getattachment/Centers-Initiatives/Gero-Ed-Center/Initiatives/Past-Programs/MAC-Project/Resource-Reviews/Health/CI-Sec2-Role-SW-(2).pdf.aspx](https://www.cswe.org/getattachment/Centers-Initiatives/Gero-Ed-Center/Initiatives/Past-Programs/MAC-Project/Resource-Reviews/Health/CI-Sec2-Role-SW-%282%29.pdf.aspx)
* Gawande, A. Dr. 2020. PBS Documentary Being Mortal. Frontline. <https://www.youtube.com/watch?v=lQhI3Jb7vMg>

**Recommended Resources**

* Altilio, T., Otis-Green, S., Hedlund, S., & Cohen Fineberg, I. (2012). Pain management and palliative care. In S. Gehlert & T. A. Browne. *Handbook of health social work* (pp. 590-626)*.* New Jersey: John Wiley & Sons, Inc.
* Cacciatore, J., DeFrain, J., & Jones, K. L. C. (2008). When a Baby Dies:Ambiguity and Stillbirth. *Marriage & Family Review, 44*(4), 439-454.
* Majerovitz, D. S. (2007). Predictors of burden and depression among nursing home caregivers. *Aging & Mental Health, 11*(3), 323-329.

**Module 14: Pediatric Healthcare Social Work Practice and Professional Self Care for Social Workers**

**Date**

**Description**

In this module, students will learn about pediatric social work as well as how social workers utilize self-care concepts in the field.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and discuss the role of social workers in pediatric health care
2. Research intersection of health care and child welfare services

**Required Resources**

* Racco,A. & Vis., J. (2015). Evidence trauma treatment for children and youth. *Child and Adolescent Social Work.* 32:121-129.
* Seipel, M. (2011). The impact of medical home care on selected children’s health outcome. *Social Work in Health Care, 50*(5), 347-359.
* Schneiderman, J. & Villagrana, M. (2010). Meeting children's mental and physical health needs in child welfare: The importance of caregivers. *Social Work in Health Care*, *49*(2), 91-108.
* Siefert, K. & Shelton, D. (2016). Pediatric Healthcare Social Work Practice. In K. Allen and Spitzer, W. in *Social Work Practice in Healthcare*, Chapter12, 315 – 353. LA.: Sage.
* Video: Figley, Charles. 2017. Trauma and PTSD in Children and Adolescents.
<https://www.youtube.com/watch?v=bl-5FMaoSOQ>
* Jackson, Kate. (2014) Social Worker Self Care- The Overlooked Core Competency. Social Work Today. Volume 14 No. 3 p. 14. <https://www.socialworktoday.com/archive/051214p14.shtml>
* NASW North Carolina Chapter. Professional Wellness <https://www.naswnc.org/page/358>

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

[List professional journals, websites, etc. by category here]

**Professional Journals**

* *Advances In Bereavement*
* *American Journal of Hospice & Palliative Medicine*
* *American Journal of Orthopsychiatry*
* *Clinical Social Work Journal*
* *Family Process*
* *Families, Systems & Health: The Journal of Collaborative Family HealthCare*
* *Hastings Center Report*
* *Health & Social Work*
* *Health Psychology*
* *Hospitals & Health Networks*
* *Journal of Interprofessional Care*
* *Journal of Marital and Family Therapy*
* *Journal of Psychosocial Oncology*
* *Journal of Psychosomatic Research*
* *Journal of Pediatric Psychology*
* *Journal of Social Work in End-of-Life & Palliative Care*
* *Psychiatric Services*
* *Psychotherapy Networker*
* *Qualitative Health Research*
* *Research on Social Work Practice*
* *Social Casework*
* *Social Thought: Journal of Religion in the Social Services*
* *Social Work*
* *Social Work in Health Care*
* *Social Work with Groups*
* *The Clinical Supervisor: An interdisciplinary journal of theory, research, and practice*

**Websites**

**Other**