

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL SCHOOL OF SOCIAL WORK

COURSE NUMBER: SOWO 845

COURSE TITLE: HEALTH: THEORY AND PRACTICE

INSTRUCTOR: Vickie Leff, MSW, LCSW, BCD, APHSW-C

EMAIL: Vickie.Leff@gmail.com; jackkate@email.unc.edu

Virtual OFFICE HOURS: BY APPOINTMENT.

COURSE DESCRIPTION:

This course is a seminar on social work practice in healthcare settings. It covers both the social context of health problems, and theories and interventions to facilitate both prevention of and coping with health problems in a variety of medical settings.

COURSE OBJECTIVES:

1. Understand the impact of social context on health and illness.
2. Understand frameworks that address health and help seeking behavior.
3. Use the considered frameworks to create assessment and intervention plans.
4. Consider the impact of difference on how we understand particular symptoms and illnesses.
5. Understand particular legal issues that apply in health settings that promote and limit confidentiality for particular populations.
6. Develop skills in assisting with decision-making in health care settings.
7. Understand the importance of interdisciplinary work in health care settings and develop skills in collaboration and teamwork.
8. Develop skills in particular intervention models commonly used in healthcare settings.

SKILLS TO BE ACQUIRED IN THIS CLASS:

This class will build upon the foundations of social work practice in an effort to prepare students for clinical and/or policy work in health care. The course hopes to integrate student field practice and cases as a method of illustrating and learning the nuanced work in this field. The teacher will also share current case scenarios from active practice to accomplish this goal and create opportunities for sharing a variety of perspectives, assessment and intervention viewpoints. By the end of the course the students will be able to identify and employ evidence based interventions, for patients and families, related to particular health conditions in a variety of health care settings. They should also have obtained a general, workable, knowledge of the primary medical conditions that bring people to health care locations, assisting them with working within an interdisciplinary team setting.

Topics we will cover:

1. How we view illness
2. Decision making in health care
3. Teamwork and collaboration
4. Assessment and intervention theory & skills
5. Impact of loss, grief and bereavement how coping with illness
6. Relationship building with colleagues
7. Use of self reflection in clinical practice

ALL REQUIRED READINGS ARE AVAILABLE ON THE CLASS SAKAI SITE.

Texts/Books to Consider for Your Professional Library:

Altilio, T., Otis-Green, S. (2011). *Oxford Textbook of Palliative Social Work*. Oxford University Press.

Berzoff, J., Flanagan, L., Hertz, P. (2011). *Inside Out and Outside In. Psychodynamic Theory and Psychopathology in Contemporary Multicultural Contexts* (3rd ed.). NY: Rowman and Littlefield.

Christ, G., Messner, C., Behar, E. (2015). *Handbook of Oncology Social Work: Psychosocial Care for People with Cancer*. Oxford University Press.

Groopman, J. (2007). *How doctors think*. Boston, Mass.: Houghton Mifflin.

Hoberman, J. (2012). *Black and blue: The origins and consequences of medical racism*. Oakland California: University of California Press. ISBN 9780520574013.

Jansson, B. S. (2011). *Improving healthcare through advocacy: A guide for the health and helping professions*. New Jersey: John Wiley & Sons.

Katz, R., Johnson, T. 2nd Ed. (2016). *When Professionals Weep*. Routledge, NY.

N.M.P. King, R.P. Strauss, L.R. Churchill, S.E. Estroff, G.E. Henderson, J. Oberlander (Eds.). (2005). *The social medicine reader: Patients, doctors, and illness. Vol. 1.* (2nd ed.). Durham, N.C.: Duke University Press.

N.M.P. King, R.P. Strauss, L.R. Churchill, S.E. Estroff, G.E. Henderson, J. Oberlander (Eds.). (2005). *The social medicine reader: Vol. 2. Social and cultural contributions to health, difference, and inequality.* (2nd ed.). Durham, N.C.: Duke University Press.

Polin, I. (1995) *Medical Crisis Counseling. Short Term Therapy for Long Term Illness*. Norton & Co., NY.

Rollnick, Miller, W., & Butler, C. (2008). *Motivational interviewing in Health Care*: New York: Guilford Press.

Sumser, B., Leimena, M., Altilio, T. (2018). *Palliative Care: A Guide for Health Social Workers*. Oxford Univ. Press

Journals:

- Journal of Social Work in End of Life & Palliative Care
- Social Work in Health Care
- Health Affairs
- Journal of the American Medical Society
- Health and Social Work
- International Journal of Interprofessional Education
- Journal of Health and Social Behavior

Professional Organizations & Websites

- AOSW
- SWHPN
- NASW
- CAP-C
- Tend Academy
- Trauma Stewardship
- Compassion Fatigue
- Kaiser Family Foundation

TEACHING METHODS

We will be addressing cognitive, emotional, and experiential aspects of working in health settings. To do this, we will have exercises related to self-reflection, deepening our empathy for the clients with whom we work, and role plays to practice and understand the techniques used in particular models. We will also be privileged to hear from some expert guest speakers and we may use various audio-visual aides to understand concepts and techniques. To be enjoyable, our class should be interactive. Comfort and cohesion in this class will be created by interactions that reflect social work values. You are encouraged to state your point of view. At the same time, please keep in mind that supportive learning conditions are created and fostered by *listening* to the ideas and beliefs of others and *reflecting* upon those which may be different from your own.

We will be discussing patient cases as illustrations and role play exercises.

CLASS ASSIGNMENTS & Grading

1. Group Paper & Presentation: Pick an Illness (25%) 2-3 page **paper; 15 min presentation. Due 9/8.**
2. Mid Term (25%) – **Due 10/20/19**
3. Final Exam (25%) – Due TBA
4. Class Participation (including Zoom participation, forums, etc.) (25%)

Group Assignment: Pick an Illness! This assignment will be worth 25% of your grade. Purpose of this exercise is to familiarize yourself with a common medical diagnosis, it's onset, treatment and trajectory. It is also meant to help you get comfortable with medical literature and information review. The groups will provide a 10-15min. presentation on their topic in class. Individuals will be graded on their participation and quality of paper and presentation.

DUE DURING CLASS: 9/8/20

Instructions: The groups will pick one of the following three illnesses to do some research on and become familiar with:

- Congestive Heart Failure (CHF)
- Diabetes
- Cancer (choose one primary diagnosis within this category, i.e. Colon cancer, breast cancer, etc.).

Write a 2-3 page paper describing your findings using the following guide:

1. Please describe a “**typical patient**” with this illness. Please indicate the illness you have chosen. *For instance, for COPD, a typical COPD patient presents at age 45 with symptoms of a nagging cough that has lasted for months with no relief from usual methods.*
2. What is the usual **trajectory of the illness**, including onset of symptoms, how long those take, how it would be **diagnosed**, does it require a specific test or specialist?
3. What kind of medical appointments and testing would be necessary to **treat the illness**, including specialists, type, background
4. What does a typical “**course of illness**” look like. For instance, once someone is diagnosed with the illness ,how will their day to day change; what are they likely to physically experience; how long will they be ill; what is their general prognosis?
5. What are some of the general **psychosocial impact** issues of this particular illness? Please list at least 2.

Group Presentation: The group will present their findings in a 15 min webinar. The bulk of the information will reflect what is in the paper. Students are encouraged to use pictures, highlight main points to help their classmates quickly understand the illness.

Please provide:

1. a **written list of references** citing where you got the information along with

2. find **ONE article from a peer reviewed journal** that talks about the psychosocial impact of the illness on the patient and/or family. You can use PubMed to do this search. Please don't use popular non-medical publications for this information

Mid-Term Assignment: Case Plan of Care: Paper 5-7 pages. (25%).

Due on 10/20/20

The purpose of this assignment is to practice assessment and intervention skills. You will choose from two cases (in-patient and out-patient) and be asked to discuss how you would proceed with the assessment. Using the following four areas, you are asked to develop an initial plan for possible interventions, explaining your reasoning using information from class on theories.

You will cover the following four areas in the paper:

Assessment: We are asking you to discuss the immediate issues being presented and discuss how you are going to prioritize the individuals needs. What questions would you ask to gather more information and why?

Treatment Plan: What will the treatment plan include? What is your primary focus when formulating the initial treatment plan? Consider immediate and on-going needs of the person.

Therapeutic Intervention: Talk about initial interventions for this case and discuss areas of focus. This may include crisis stabilization, compliance, grief and loss, education, etc.

Resource Coordination: What resources should you be presenting to the individual/family? Consider both short and long term needs.

You will also write a brief treatment note that would be entered in the medical chart.

Class PARTICIPATION

Participating in class is important. This year we will be meeting virtually via Zoom. While not optimal, I am hoping we can create a "classroom atmosphere" among ourselves. I strongly encourage students to participate on camera whenever possible, use our chat and forum opportunities to be and stay connected. You are expected to be present and on time.

If you miss class without letting me know in advance, a point will be deducted from your overall grade. Further, absences should only be incurred with good reason such as illness and family emergencies. Contributions to large and small group activities and your participation in class discussions/forums will make up 25% to your over all grade. Points will be deducted if you are regularly late, come unprepared, or are unwilling to participate in class.

NOTE: As we learn using synchronous and asynchronous styles, we will use interactive learning exercises to enhance engagement, community and learning. We will also be using Sakai Forum for

more informal discussion and conversation throughout the course. I encourage all students to take advantage of these methods to gain the most from the course.

Exams: We will have two exam papers during the semester.

1. **Mid Term Case Paper (DUE 10/13/20)**
2. **Final TAKE HOME EXAM (DUE TBA)**

The final exam will use will also a case vignettes using assessment, intervention and treatment skills. **The final exam will be due after our last Zoom class, date to be determined.** You may use notes and readings from our class but you may confer with no one except for me. Please record the honor code statement and sign it on the front page of the exam. The exam will consist of multiple choice and short answer questions. It will require that you apply knowledge learned in class to case situations.

The final exam will be worth 25% of your total grade.

INTERPROFESSIONAL OPPORTUNITIES through IPEC at UNC

Our class will participate in TWO IPE panels during the semester; one on trauma informed care and the other on transitions of care. This unique experience will help you understand team work in health care, and offers an opportunity to bring the social work perspective to medical training.

Why IPE

Our transformative approach to interprofessional education and practice is meant to stimulate innovation among students, academics, practitioners, policymakers and entrepreneurs for maximum impact on population health.

The following IPEC core competencies guide interprofessional education and practice initiatives and curricular development at UNC:

1. **Values/Ethics for Interprofessional Practice:** Work with individuals of other professions to maintain a climate of mutual respect and shared values.
2. **Roles/Responsibilities:** Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
3. **Interprofessional Communication:** Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
4. **Teams and Teamwork:** Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate

patient/population centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.

Students will be asked to participate in these two sessions, which will be IN PLACE OF our normal class time that week.

Friday 9/18 1-4pm: Trauma Informed Care Panel

Friday 10/9 1-4pm: Transitions of Care Panel

GRADING SYSTEM

The total points for each assignment will be added to determine the final grade. **High Pass= 100—94; Pass= 93—74; Low Pass=73—70; Failing Grade=69 or lower.**

POLICY ON INCOMPLETE GRADES AND LATE ASSIGNMENTS: Assignments should be completed on time. If a situation arises that prohibits you from completing the assignment on time, a request for an extension must be done *in advance* of the due date. Approved extensions will not affect the grade. Any unapproved delays or assignments completed after an approved extension date, will begin to accrue a 1 point reduction every 24 hours that the assignment is late. No make-up exams will be given unless the student has an emergency. If the student is allowed to take a make-up exam, the exam may be in a different format or have different questions than the regular exam. If you face unavoidable obstacles, discuss the circumstances with me and we will decide together whether a grade of incomplete should be considered. Incomplete grades will be given only in compliance with University policy.

POLICY ON ACADEMIC DISHONESTY: Please refer to the *APA Style Guide*, *The SSW Manual*, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, “I have not given or received unauthorized aid in preparing this written work”.

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

EQUAL OPPORTUNITY AND COMPLIANCE (EOC) STATEMENT:

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn

Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

ACCESSIBILITY AND RESOURCES SERVICES:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

Writing Support

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com. In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://sww.unc.edu/students/writing>).

Mask Use Statement for Course Syllabi in Fall 2020

Community Standards in Our Course and Mask Use. This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

Health Theory and Practice 2020 COURSE OUTLINE

CLASS 1: Introduction to the course: Setting the Stage for Practice in Health Care

Tuesday, August 11, 2020

INTRODUCTION TO THE COURSE

No Readings Required

- We will review the syllabus, briefly, including an overview of the assignments. We will cover the overarching themes you'll hear about during the course.
- We'll have a discussion about your perspectives of health care, what you hope to get from this class, and begin to orient ourselves to the world of medicine and health care.
- We will spend time on introductions which will include telling a little bit about yourself such as where you are from, what field placement you are in, and what your "ideal job" looks like.

Topics will include:

- Historical perspectives
- Overarching Topics for the course include: social determinant of health, self awareness in practice, clinical interventions, language, communication, relationship building.
- Role of sw in health care, case management, d/c planning, mental health
- Location of services
- Unpredictable nature of medical social work
- Interdisciplinary nature of the work

CLASS 2 The HealthCare Landscape Today

August 18, 2020

Required readings:

1. Handbook of Health Social Work. Gehlert, Browne 2019: Chapter 1: Conceptual Underpinnings of Social Work in Health Care. 3-19.
2. Higgins, P. C. (2011). Guess who's coming to dinner? The emerging identity of palliative care social workers. In T. Altilio & S. Otis-Green (Eds.), *The Oxford textbook of palliative social work*. (pp. 31-40). New York: Oxford University Press.
3. History of Medicine Timeline: <http://www.datesandevents.org/events-timelines/10-history-of-medicine-timeline.htm>
4. Auerbach, C. (2007). Evidence that Supports the Value of Social Work in Hospitals. *Social Work in Health Care*, 44(4), 17-32.

Suggested readings:

Cornell, K. (2006). Person-In-Situation: History, Theory, and New Directions for Social Work Practice. *Praxis*, Vol. 6, 50-57.

Gawande, A. (2005). The learning curve. In N.M.P. King, R.P. Strauss, L.R. Churchill, S.E. Estroff, G.E. Henderson, J. Oberlander (Eds.), *The social medicine reader: Vol. 1. Patients, doctors, and illness*. (2nd ed. Pp.102-120). Durham, N.C.: Duke University Press.

Topics:

- Illness, hx, sw & medicine hx
- Magical thinking
- Evidence based medicine onset
- Mortality statistics
- Common trajectories of big three CHF, Cancer, Dementia graph from NCBI site
- Basic medical info
- Medical insurance overview

Group Assigned Paper/Presentation: Pick an Illness – Due by beginning of class 5 (9/8/20)

CLASS 3: THE EXPERIENCE OF ILLNESS AND DISABILITY

August 25, 2020

Required Readings

1. Handbook of Social Work in Health care. Rolland Chapter Family, Health & Illness 318-342
2. Altilio, T. (2011) The Power and Potential of Language. In T. Altilio & S. Otis-Green (Eds.), *The Oxford textbook of palliative social work*. (pp. 689-693). New York: Oxford University Press
3. Altilio, T., Leimena, ., Li, Y. (2013). Attention and Deliberation: An invitation to Reflect on Language. *AAHPM Quarterly*, 14(Winter 2013), 14-17.
4. Rattner, M., Berzoff, J (2016). "Rethinking Suffering: Allowing for Suffering that is Intrinsic at End of Life." Journal of Social Work in End of Life & Palliative Care **12**(3): 240-258.

Suggested readings:

Frank A. (2005). The cost of appearances. In N.M.P. King, R.P. Strauss, L.R. Churchill, S.E. Estroff, G.E. Henderson, J. Oberlander (Eds.), *The social medicine reader: Vol. 1. Patients, doctors, and illness*. (2nd ed. pp.33-40). Durham, N.C.: Duke University Press.

Feudtner, C. (2005). The want of control: Ideas and ideals in the management of diabetes. In N.M.P. King, R.P. Strauss, L.R. Churchill, S.E. Estroff, G.E. Henderson, J. Oberlander (Eds.), *The social medicine reader: Vol. 1. Patients, doctors, and illness*. (2nd ed. pp.41-59). Durham, N.C.: Duke University Press.

McIlvennan, C., et.al. (2016). Bereaved Caregiver Perspectives on the End-Of-Life Experience of Patients with a Left Ventricular Assist Device. *JAMA Internal Medicine*(March 21, 2017).

Trillin, A.S. (2005). Betting your life. In N.M.P. King, R.P. Strauss, L.R. Churchill, S.E. Estroff, G.E. Henderson, J. Oberlander (Eds.), *The social medicine reader: Vol. 1. Patients, doctors, and illness*. (2nd ed. pp. 26-31). Durham, N.C.: Duke University Press.

Topics:

- Language
- Cultural metaphors
- Concept of suffering
- Which would you like to least have?

Class 4: Theory & Practice 1

September 1, 2020

Required Readings:

1. Handbook of Health Social Work. Chapter 6 Gehlert, S. Theories of human behavior. 125-139
2. Walsh, F. (2016). Applying a Family Resilience Framework in training, Practice, and Research: Mastering the Art of the Possible. *Family Process*, 55(4).
3. Brown, J. (1999). Bowen Family Systems Theory and Practice: Illustration and Critique. *A.N.Z.J. Fam Ther*, 20(2).
4. Rollnick, Miller, W., Butler, C. (2007). *Motivational Interviewing: Helping Patients Change Behavior*. New York: Guilford Press. Chapters 1 – 6 . Pgs. 3-107

Suggested Reading:

Bikson, K. (2018) Social Aspects of Care. In Sumser, B., Leimena, M., Altilio, T. Eds. *Palliative Care: A Guide for Health Social Workers*. Oxford Press. (pgs. 97-121)

Berzoff, J. (2008). Working at the End of Life: Providing Clinically Based Psychosocial Care. *Clin Soc Work Journal*, 36, 177-184.

Topics:

- How illness impacts and individuals and families
- Family Systems
- Behaviors that impact illness
- Assessments/intervention introduction

Class 5: Interprofessional Aspects of Health Care

Sept. 8th, 2020

Group Assignments due at start of class. Each group will do 10-15min presentation of topic.

Required Readings:

- Altilio, T., Coyle, N. (2015). The Interdisciplinary Team - Integrating Moral Reflection and Deliberation. In *Hospice Ethics: Policy and Practice in Palliative Care*: University Press.
- Hermesen, M., Ten Have, AMJ. (2005). Palliative care teams: Effective through moral reflection. *Journal of Interprofessional Care*, 19(6), 561-568.
- Marmo, S., & Berkman, C. (2018). Social Workers' Perceptions of Job Satisfaction, Interdisciplinary Collaboration, and Organizational Leadership. *J Soc Work End Life Palliat Care*, 14(1), 8-27. doi:10.1080/15524256.2018.1437590
- Zeden, L. D. (2019). Social Workers on the interprofessional integrated team: Elements of team integration and barriers to practice. *Journal of Interprofessional Education & Practice*, 17.

Suggested Readings

- Bronstein, L. (2003). A Model for Interdisciplinary Collaboration. *Soc Work*, 48(3).
- Brown, J., et.al. (2011). Conflict on interprofessional primary health care teams - can it be resolved? *Journal of Interprofessional Care*, 25, 4-10.
- Hall, P. (2005). Interprofessional teamwork: Professional cultures as barriers. *Journal of Interprofessional Care*, Supplement 1(May 2005), 1888-1196.
- Kitchen, A. (2005). Social Work at the Heart of the Medical Team. *Social Work in Health Care*, 40(4).

Topics:

- Interprofessional Team and Collaboration
- SW Role on Teams
- Integrated Behavioral Health and Social Work

CLASS 6 WILL TAKE PLACE ON FRIDAY 9/18

Students will participate in an IPE panel case discussion on Trauma Informed Care

1pm – 4pm.

Required Readings: (to be discussed next class)

1. Kelemen, A., Tosca, R. Structure and Process of Care. In Sumser, B., Leimena, M., Altilio, T. Eds. *Palliative Care: A Guide for Health Social Workers*. Oxford Press. Pgs. 31-51.
2. Seddon, C., Schnipper, H. Assessing and Intervening with the Spectrum of Depression and Anxiety in Cancer. In Ed's. Christ, G., Messner, C., Behar, L. *Handbook of Oncology Social Work*. Oxford Press. Pgs. 339-344
3. Polin, I. (1995). *Medical Crisis Counseling: Short Term Therapy for Long Term Illness*: Norton. Chapter 2 pgs. 15-37
4. Bannink, F. P. (2007). Solution-Focused Brief Therapy. *J Contemp Psychother*, 37, 87-94.

Topics

- MI
- Medical crisis counseling
- Meaning making
- Legacy
- Solution focused therapy
- Crisis intervention
- SBIRT
- you tube clips of the variety of interventions.

Suggested Readings:

1. Altilio, T., Leimena, M. Physical aspects of care. In Sumser, B., Leimena, M., Altilio, T. Eds. *Palliative Care: A Guide for Health Social Workers*. Oxford Press. Pgs. 52-69.
2. Myer, R., Conte, C. (2006). Assessment for Crisis Intervention. *J. of Clin Psychology*. 62(8)
3. Onderdonk, C., Thornberry, K. Psychological Aspects of Care. In Sumser, B., Leimena, M., Altilio, T. Eds. *Palliative Care: A Guide for Health Social Workers*. Oxford Press. Pgs. 71-96.

Midterm paper will be assigned during class (DUE ON 10/20/20).

Class 7 Theory and Practice 2

Tues., Sept. 22nd., 2020

Required Readings:

1. Valliant G. (1986). An Empirically Validated Hierarchy of Defense Mechanisms. Arch. Gen. Psychiatry. Vol. 43
2. Giuseppe, M. (2018) Defense Mechanisms in cancer patients: A systematic Review. J. of Psychosomatic Research. 115.
3. Sansone, R.A. (2015). Borderline Personality in the Medical Setting. Prim Care Companion CNS Discord. 17(3)
4. Colquhoun, D., Novella, S. (2013). Acupuncture as Theatrical Placebo. *Anesthesia & Analgesia*, 116(6).
5. Johnson, S., et.al. (2018). Complementary Medicine Refusal of Conventional Cancer Therapy and Survival Among Patients with Curable Cancers. *JAMA*, 3.

Topics:

- Mental Illness & Pathology
- Defense mechanisms use during illness
- Borderline Personality Disorder in health care
- EOL Care
- Complimentary Medicine

Suggested Readings:

Handbook of Oncology Social Work, chapters 49-51. Pgs. 345-363.

Berzoff, J. (2008) Working at the End of Life: Providing Clinically Based Psychosocial Care. Clin Soc Work J 36:177-184

Class 8: DISPARITIES, BIAS, ADVOCACY & Research Opportunities

Tuesday, Sept. 29th, 2020

GUEST SPEAKER: “Historical Trauma” Melissa Gordon-Pitts, LCSW, CCM Assistant Director, Clinical Social Work Case Management, Duke University Hospital

Required Readings:

1. Ortega-Williams, A., Crutchfield, J., Hall, J. (2019). The Colorist-historical trauma framework: Implications for culturally responsive practice with African Americans. *Journal of Social Work, 0*(0), 1-16.
2. Andrasik, M. (2018). Historical Trauma and the Health and Wellbeing of Communities of Color. *Community Compass, 18*.
3. Danzer, G., Riegers, S., Schubmehl, S., Cort, D. (2016). White Psychologists and African Americans’ Historical Trauma: Implications for Practice. *Journal of Aggression, Maltreatment and Trauma, 25*(4), 351-370.
4. Hoberman, J. (2012). *Black and blue: The origins and consequences of medical racism.* Oakland California: University of California Press. ISBN 9780520574013. Pgs. 1 – 70.

Suggested readings:

Bullock, K. (2011). The Influence of culture on end-of-life decision making. *J. of Social Work in End-Of-Life & Palliative Care, 7*(1) 83-98.

Leape, L.L., Shore, M.F., Dienstag, J.L., Mayer, R.J., Edgman-Levitan, S., Meyer, G.S., Healy, G.B. (2012). A culture of disrespect, part 1: The nature and causes of disrespectful behavior by physicians. *Academic Medicine, 87*, 845-852.

Leape, L.L., Shore, M.F., Dienstag, J.L., Mayer, R.J., Edgman-Levitan, S., Meyer, G.S., Healy, G.B. (2012). A culture of disrespect, part 2: Creating a culture of respect. *Academic Medicine, 87*, 853-858.

Tuskegee Studies

Topics:

- Race/Bias in Medicine
- Historical Trauma

Class 9 WILL TAKE PLACE ON FRIDAY 10/9 FROM 1-4PM

Students will participate in an IPE Panel on Transitions of Care

Required Readings: (to be discussed next class)

1. Urdang, E. (2010). Awareness of Self - A Critical Tool. *Social Work Education, 29*(5), 523-538
2. Rattner, M. (2018). Navigating the Intangible: Working with Nonphysical Suffering on the Front lines of Palliative Care. *OMEGA - Journal of Death and Dying, 1-15*.
3. Armstrong, A. (2011). Emotional Intelligence and psychological resilience to negative life events. *Personality and Individual Differences, 51*. 331-336.

Suggested Reading:

- Sanso, N., Galiana, L., Oliver, A., Pascual, A., Sinclair, S., & Benito, E. (2015). Palliative Care Professionals' Inner Life: Exploring the Relationships Among Awareness, Self-Care, and Compassion Satisfaction and Fatigue, Burnout, and Coping With Death. *J Pain Symptom Manage, 50*(2), 200-207.
doi:10.1016/j.jpainsymman.2015.02.013
- Bartels, J., RN, BSN. (2014). The Pause. *Critical Care Nurse, 34*(1).
- Kearney, M. (2009). Self-care of Physicians Caring for Patients at the end of life: "Being Connected...a Key to My Survival. *JAMA, 1155-1164*.

Class 10:

Understanding Grief Countertransference and the Use of Self in Clinical Practice

Tues. Oct. 13th, 2020

Required Readings:

1. Stroebe, M., & Schut, H. (2010). The dual process model of coping with bereavement: a decade on. *Omega (Westport)*, 61(4), 273-289.
2. Gerbino, S., Raymer, M. (2011). Holding On and Letting Go: The Red Thread of adult bereavement. In T. Altilio, Otis-Green, S. (Ed.), *Palliative Social Work: Oxford Textbook*.
3. Shear, M. (2015). Complicated Grief and its Treatment. In C. C. f. C. Grief (Ed.), *Trustees of Columbia University*. NY.
- 4.

Suggested Reading:

Applegate, J. (2010). The holding environment: An organizing metaphor for social work theory and practice. *Smith College Studies in Social Work*, 68(1).

Papadatou, D. (2000). A Proposed Model of Health Professionals' Grieving Process. *OMEGA - Journal of Death and Dying*, 41(1), 59-77.

Topics:

- The impact of loss and grief on illness, understanding and strategies

Exercise: Taking a loss history

CLASS 11 LEGAL CONSIDERATIONS: HIPAA, INFORMED CONSENT, Overview of Ethics

Tuesday, Oct. 20th, 2020

PLEASE NOTE MIDTERM PAPER IS DUE AT THE START OF CLASS

Required Readings:

1. Sparks, J. Ethics and Social Work in Health Care. Ch. 3. Pg 41.
2. Smolinski, K. Legal and Ethical Aspects of Care. In Sumser, B., Leimena, M., Altilio, T. Eds. *Palliative Care: A Guide for Health Social Workers*. Oxford Press. Pgs. 192-225.
3. Lyren, A., Kodish, E. Lazebnik, R., & O'Riordan, M.A. (2006). Understanding confidentiality: Perspectives of African-American adolescents and their parents. *Journal of Adolescent Health*, 39, 261-265.
4. Borgmeyer, T. (2011). The social work role in decision-making: Ethical, psychosocial, and cultural perspectives. In T. Altilio & S. Otis-Green (Eds.), *The Oxford textbook of palliative social work*. (pp. 615-623). New York: Oxford University Press.

Topics:

- ACP (do in class)
- HIPPA
- Informed consent (role play)
- Futility
- Ethics
- Stand by guardianship

CLASS 12:

Special Populations

Tuesday, Oct. 27th, 2020

Exercise: Family Meeting Role play in different settings “They are in denial, come see them” They don’t get it”

Required Readings:

1. Otis-Green, S., Juarez, Gloria. (2012). Enhancing the social well-being of family caregivers. *Seminars in Oncology Nursing*, 28(4).
2. K. Washington
3. Amend.us

Suggested Reading:

- Dionne-Odom, J., Lyons, K., Akyar, I., & Bakitas, M. (2016). Coaching Family Caregivers to Become Better Problem Solvers when Caring for Persons with Advanced Cancer. *Journal of Social Work in End-Of-Life & Palliative Care*, 12(1-2).
- Pozet, A., Lejeune, C., Bonnet, M., Dabakuyo, S., Dion, M., Fagnoni, P., Bonnetain, F. (2016). Evaluation of efficacy and efficiency of a pragmatic intervention by a social worker to support informal caregivers of elderly patients (The ICE Study): study protocol for a randomized controlled trial. *Trials*, 17(1), 531. doi:10.1186/s13063-016-1622-8

Topics:

- Older individuals
- Children
- Caregivers
- Incarcerated
- SNF

Class 13: Teams and other small matters

Tuesday Nov. 3rd, 2020

Required Readings:

1. O'Connor, M., Fisher, C. (2011). Exploring the Dynamics of Interdisciplinary Palliative Care Teams in Providing Psychosocial Care: "Everybody Thinks they Everybody can do it and They Can't". *Journal of Palliative Medicine*, 14(2).
2. Stark, D. Teamwork in Palliative Care: An Integrative Approach. In . Altilio & S. Otis-Green (Eds.), *The Oxford textbook of palliative social work*. (pp. 689-693). New York: Oxford University Press. Pgs. 415-424
3. Ambrose-Miller, W. (2016). Challenges Faced by Social Workers as Members of Interprofessional Collaborative Health Care Teams. *Health and Social Work*, 41(2).

Suggested Readings:

- Head, B. A., Schapmire, T., Earnshaw, L., Faul, A., Hermann, C., Jones, C., . . . Pfeiffer, M. (2016). Evaluation of an Interdisciplinary Curriculum Teaching Team-Based Palliative Care Integration in Oncology. *J Cancer Educ*, 31(2), 358-365. doi:10.1007/s13187-015-0799-y
- Kobayashi, R. (2016). Hospice Core Professions' View on Interdisciplinary Teams: A Qualitative Investigation. *Journal of Social Work in End of Life & Palliative Care*, 12(3).
- Nancarrow, N., et.al. (2013). Ten Principles of Good Interdisciplinary Teamwork. *Human Resources for Health*, 11(19).
- O'Leary, N., & Boland, P. (2020). Organization and system theories in interprofessional research: a scoping review. *J Interprof Care*, 34(1), 11-19. doi:10.1080/13561820.2019.1632815

Exercise: Teams – panel of interdisciplinary on a case exercise – hand out cards with role and profession.

Topics:

- Role of SW
- Variety of education
- Leadership opportunities
- Collaboration
- Role play an IDT meeting
- SW Referral Matrix

CLASS 14: Realistic Reactions and Expectations

November 10th, 2019

Required Reading:

1. Browning, E. (2018). Reflective Debriefing: A Social Work Intervention addressing Moral Distress among ICU Nurses. *Journal of Social Work in End of Life & Palliative Care*, 14(1).
2. Leff, V., Klement, A., & Galanos, A. (2017). A Successful Debrief Program for House Staff. *J Soc Work End Life Pall. Care*, 13(2-3), 87-90.
3. Whitehead, P. H., Robert. (2015). Moral Distress Among Healthcare Professionals: Report of an Institution-Wide Survey. *Journal of Nursing Scholarship*, 47(2).
4. Mathieu, F. (2015). Beyond Kale and Pedicures: Can We Beat Burnout and Compassion Fatigue. Retrieved from <https://www.tendacademy.ca/beyond-kale-and-pedicures/>

Suggested Readings

- Adams, R., Boscarino, Joseph, Figley, Charles. (2006). Compassion Fatigue and Psychological Distress Among Social Workers: A Validation Study. *Am Journal of Orthopsychiatry*, 76(1), 103-108.
- Sanchez-Moreno, E., et.al. (2015). Burnout, Informal Social Support and Psychological Distress among Social Workers. *British Journal of Social Work*, 45, 2368-2386.

Topics

- Compassion Fatigue
- Moral Distress
- Debriefings

ASSIGN FINAL PAPER : DUE ON TBA

CLASS 14: Everything Else!

TUESDAY NOV. 17TH, 2020

Great Work!! Happy Holidays.