Part I: Course information
SW 8261-Advanced Social Work Practice in Health Care
2 credits

Faculty contact:
Name:
Email:
Phone:
Office Location:

Course descriptions:
Short Version
Prepares students for advanced social work practice in health care. Students gain knowledge, skills and proficiency in applying theoretical models, and evidence-based interventions. Focus will be upon five critical health practice competency areas: psychosocial assessment, treatment interventions, interdisciplinary teamwork, ethics, and leadership.

Long Version
This course focuses on developing advanced social work practice knowledge, skills and core competencies that build upon previous experience and academic learning in core courses. The emphasis is upon critical thinking, group discussion, demonstration and integrative practice learning to increase the student’s conceptual and practice skill to be an effective practitioner in health care. Advanced social work practice in health care is taught using a “Practice in Context” model that includes integration of Policy, Technology, Organization, and Leadership spheres within all practice decisions across different health care settings.
Students will learn new knowledge, skills and increase their practice proficiency and integration of core health care competencies.
The course is designed with 3 core modules as follows:
2) Complex Case Study Application and Integration: sessions 7-13 will utilize 4-6 case study chapter readings from the Toba Kerson textbook that include various settings and populations: Acute Care, Ambulatory Care, Long Term Care, and Health Promotion & Wellness Prevention, and Behavioral Health. There will be two sessions spent on each selected case study that identifies core practice issues applying Kerson’s Practice in Context Framework model. In session 2 of each case students will work in groups using “Jigsaw Activity” to teach each other about article selected from homework to address practice issue or competency identified in session 1. Student practice cases will be encouraged or welcomed to build upon selected case studies. Advanced Conceptual Foundation conceptual material, readings and learning's will be applied and integrated throughout these case study applications.

3) Student Presentation and Practice Evaluation: sessions 14-15 will present via Moddle a final semester long group project of 20 to 30 minutes that will demonstrate a advanced social work practice interventions with a target population – individual, family, group, organization that is evaluated and critiqued by other students and instructors in class sessions.

Specific content areas covered in this course will include: unique social work roles in health care practice context of policy, technology, organization and leadership, use of evidence- based assessment tools, treatment and clinical intervention model within a variety of health settings, working with children, adults, elderly and special populations, grief and loss dynamics, discharge planning, case management and managed care, legal and ethical issues, interdisciplinary team work, continuous improvement tools, organizational change and the use of power.

Course content also includes social work skills in interdisciplinary treatment approaches, collaborating within communities, cultural competency, and ethical and legal issues. Classes use such modalities as role-play, group discussion, and video presentations. Some of the course is conducted online using Moodle to present class content, watch edited movie and video clips, and participate in group discussion.

Pre-requisites:
1. This is an advanced social work class, and the material presented in this class is at an advanced level. Social Work students enrolled in this course should have completed the foundation classes listed below, or have advanced standing status.
   SW 5051 - Human Behavior and the Social Environment
   SW 5801 - Policies and Programs in American Social Welfare
   SW 8151 - Social Work Practice Methods: Individuals and Systems
   SW 8152 - Social Work Practice Methods: Families and Groups
   SW 8153 - Models of Community Intervention
   SW 8841 - Social Work Research Methods
2. If you are not a Social Work student, you need permission of the instructor
Clinical Licensure Hours:
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Part II: Course outcomes

Course objectives:

After successfully completing the course, students will be able to:

1. Identify and demonstrate competency in the use of specific models of bio-psychosocial assessment and effective intervention models/strategies with high risk health care populations that are evidence-based across acute care, ambulatory care, long-term care and community settings.

2. Apply Kerson’s “Practice in Context” framework and practice decision elements to complex case studies to understand the power and effectiveness of using models in developing advanced practice competencies.

3. Identify relevant human diversity factors, culture, and values that affect diverse conceptualizations, construction of problems and influence intervention strategies to achieve desired outcomes in social work health care practice.

4. Demonstrate knowledge and improved skill in applying at least 2 of the following clinical treatment intervention models MI, CPT, CBT, IPT or BSFT through course case studies, class assignments or simulations.

5. Understand ethical and legal issues in health care. Apply and identify social work ethical practice principles, values and advocacy strategies used when working with end of life, loss and grief, access, health disparity issues and problems that social workers confront across the health care continuum.

6. Demonstrate understanding and awareness of the impact of diversity in intervening and working with health care (e.g., diversity in race, class, culture, ethnicity, immigration, gender, sexual preference, and disabilities). Use this understanding and awareness to conduct culturally competent practices with children, adolescents, adults, family, and groups.
7. Demonstrate understanding of the impact of “attitude and use of self” in professional practice.

8. Apply an evidenced based interdisciplinary teamwork system to understand and improve communication and teamwork skills in a variety of health care practice settings with other professionals. Identify roles, structures, leadership skills and tools that create and sustain a collaborative shared mental model of teamwork.

Social Work Practice Competencies
Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:

| Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly |
|-------------------------------------------------|---------------------------------|------------------|
| Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers: |
| Practice Behavior | Covered in class through (i.e., activity, reading, content) | Assessed |
| • Apply knowledge of social services, policies and programs relevant to their area of practice | Sessions 1, 2 and 7-13. | Assignments 3, 4, and 5. |
| • Develop a plan for ongoing professional education, including supervision. | Sessions 6 and 15. | Assignment 6. |

| Competency: 2.1.2 – Apply social work ethical principles to guide professional practice |
|-------------------------------------------------|---------------------------------|------------------|
| Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers: |
| Practice Behavior | Covered in class through (i.e., activity, reading, content) | Assessed |
| • Identify and analyze value-based and ethical dilemmas that arise in their area of practice, using professional codes of ethical standards and through appropriate professional consultation. | Sessions 1, 5, and 7-13. | Assignment s 3 and 4. |

| Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments |
|-------------------------------------------------|---------------------------------|------------------|
| Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers: |
| Practice Behaviors | Covered in class through (i.e., activity, reading, content) | Assessed |
| • Identify and synthesize multiple sources of knowledge to understand | Sessions 1-6. | Assignments 1, 2, and 3. |
policy and practice issues related to their area of practice.

- Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice.

  Sessions 6 and 7-13.  
  Assignments 3, 5, and 6.

### EP 2.1.4 Engage diversity and difference in practice
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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</thead>
<tbody>
<tr>
<td>Engage in practice that challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice</td>
<td>Sessions 2, 3, 5, and 7-13.</td>
<td>Assignments 4 and 5.</td>
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</table>

### EP 2.1.5 – Advance human rights and social and economic justice
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
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</thead>
<tbody>
<tr>
<td>Gain a full comprehension about disparities and their development, contribute to knowledge about institutional barriers to equality and apply concentration-appropriate strategies to advance social and economic justice.</td>
<td>Sessions 5, and 7-13.</td>
<td>Assignments 4 and 5.</td>
</tr>
</tbody>
</table>

### EP 2.1.6 – Engage in research-informed practice and practice-informed research
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

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<tbody>
<tr>
<td>Demonstrate ability to evaluate practice and/or programs in an area</td>
<td>Sessions 6, and 7-13.</td>
<td>Assignments 4 and 6.</td>
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</table>
**Competency: 2.1.7 – Apply knowledge of human behavior and the social environment**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and evaluation in their area of practice</td>
<td>Sessions 3, 6, and 7-13.</td>
<td>Assignments 4 and 5.</td>
</tr>
</tbody>
</table>

**Competency: 2.1.8 – Engage in policy practice to advance social and economic well-being**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

<table>
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<tbody>
<tr>
<td>• Understand, compare, analyze, formulate and advocate for policies in an area of practice</td>
<td>Sessions 6.</td>
<td>Assignments 4.</td>
</tr>
</tbody>
</table>

**Competency: 2.1.9 – Respond to contexts that shape practice**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

<table>
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<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assess the impact of historical and contemporary contexts on practice and policy in their area of practice.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>• Organize and advocate with community members, program participants, service providers, community organizations, policy makers and the public to improve practice and service delivery in their area of practice.</td>
<td>N/A</td>
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</table>

**Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological...
Advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engage: Use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems.</td>
<td>Sessions 2, 3, and 7-13</td>
<td>Assignments 2, 3, 4, and 5.</td>
</tr>
<tr>
<td>• Engage: Establish rapport and maintain effective working relationships with clients in clinical health care settings.</td>
<td>Sessions 2, 3, and 7-13</td>
<td>Assignments 2, 3, 4, and 5.</td>
</tr>
<tr>
<td>• Engage: Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work health care practice.</td>
<td>Sessions 2, 3, and 7-13</td>
<td>Assignments 2, 3, 4, and 5.</td>
</tr>
<tr>
<td>• Assess: Conduct a comprehensive bio-psychosocial spiritual assessment as appropriate for persons in health care settings, persons with disabilities and older adults</td>
<td>Sessions 2, and 7-13</td>
<td>Assignments 3, 4, and 5.</td>
</tr>
<tr>
<td>• Assess: Administer and interpret standard assessment and diagnostic tools that are appropriate for use with persons in health care settings, persons with disabilities and older adults</td>
<td>Sessions 2, 3, and 7-13</td>
<td>Assignments 3, 4, and 5.</td>
</tr>
<tr>
<td>• Assess: Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to clinical social work practice in mental health.</td>
<td>Sessions 2, 3, 4, and 7-13</td>
<td>Assignments 3, 4, and 5.</td>
</tr>
<tr>
<td>• Intervention: Use appropriate evidenced-based interventions to help clients resolve identified and agreed upon problems.</td>
<td>Sessions 3, 6, and 7-13</td>
<td>Assignments 3, 4, and 5.</td>
</tr>
<tr>
<td>• Intervention: Intervene at different levels to achieve the desired health-, disability or aging-related practice outcomes.</td>
<td>Sessions 3, 6, and 7-13</td>
<td>Assignments 3, 4, and 5.</td>
</tr>
<tr>
<td>• Intervention: Maintain accurate records documenting the</td>
<td>Sessions 4, and 7-13</td>
<td>Assignment 4.</td>
</tr>
</tbody>
</table>
assessment, interventions and outcomes.

- Evaluate: Apply research skills to analyze, monitor, evaluate and improve treatment alliance and interventions and programs in clinical social work practice in mental health.

| Sessions 6, and 7-13 | Assignments 5, and 6. |

Part III: Course requirements

Required materials

Texts and Materials

Text:
This course does not require a textbook but draws significant material from:

Reading and materials:
Required reading for class are available on e-reserve: http://eres.lib.umn.edu/eres/coursepage. **Password will be emailed to all enrolled students a week prior to first class.**
There will be additional readings and media placed on course web site by instructor prior to some class sessions throughout the semester.

This course has a Moodle course website at [http://moodle.umn.edu](http://moodle.umn.edu) that will be used for disseminating course content, video clips/ using VideoAnt, course materials and resources, and discussion posts throughout the semester. Course class work will be supplemented by some online pre-work, homework and postings on weekly basis.

Students are expected to complete all required readings on line prior to each class session and to participate actively in the discussion, case studies and experiential exercises in classes. Class participation will account expected and includes asking questions, offering viewpoints, sharing opinions, participating in a role play, and/or presenting on a topic.

Class attendance and participation is an essential prerequisite and Missing 3 or more class sessions will result in an automatic reduction of 10 points from total earned grade points without a significant excuse.

Assignments

**#1 Getting Acquainted and Practice Inventory:** (5 Points): Complete the “Getting Acquainted and Practice Inventory Exercise at Moodle site prior to class Session 1, review summary posting in Moddle of class summary during week 1 and 2; and post summary statement about what is the major learning outcomes you aim to achieve in this class based upon inventory and self-
reflection. Due Session 2

#2 Individual Interview and Paper (15 Points): Conduct a one on one interview with a social work professional or interdisciplinary team working in a health care setting and produce a 3 to 4 page typed paper that covers the following 4 elements 1) Identifying information about social worker interviewed related to setting, agency and population served; 2) Discuss major roles and functions performed by the social worker; 3) Identify and describe the Core Practice competencies needed to perform this job effectively; and 4) Describe Interviewee’s interaction and role with other disciplines or teams in their work. Due Session 3. Students will be asked to post their paper on Moodle site and be asked to read each other’s work prior to class group discussion in Session 4.

#3 Clinical Practice Issue and Intervention Presentation (15 Points): Choose a case from your internship or work setting that is related to a specific clinical health care practice issue or topical area from class. Identify the practice issue or topic and explain how it is relevant to your work with this case. Identify appropriate assessment, treatment and/or intervention approaches, and evaluation strategies using class materials and other resources that you deem relevant; identify specific tools and techniques you will use. Explain your choice of approaches, context of practice, tools, techniques, and strategies. Develop a clear intervention plan and be prepared to share your clinical case or topic in a 10 minute class presentation and receive feedback. Due Session 6.

#4 Jigsaw Activity and Student Teaching for Sessions 7,9,11 and 13) (5 points each- Total 20 Pts) Students will be required to find and read a journal article that addresses one of the central issues or practice competencies identified in the previous class sessions 6, 8, 10 and 12 that apply Kerson’s model of Social Work practice. Students will work in groups of 2-3 and teach each other about the article selected from online or web resources. After the small group activity, the large group will discuss what the students found and how these articles relate to Kerson’s model and topics identified in previous session. Teaching will focus on integrating new knowledge, applying critical thinking and developing new practice skills. Due Sessions: 7,9,11, and 13.

#5 Video Presentation-Simulation Group Role Play (30 Points): Groups of 2- 4 students develop a 20-minute video presentation that focuses upon an intervention strategy within a particular health care practice setting or population and integrates course readings, online resources etc. Choose one practice issue or topic among your group members, which can be developed into a video-taped group simulation by session 7 that will be uploaded to VideoAnt, a University tool that allows students to view the recording and provide written feedback. The video can be creative and use multi-media methods. Video should include an introduction to your selected practice issue or topic, the intervention modalities/techniques you are using, and other information that communicates your major goals of this production. This presentation will be posted by Session 13 for viewing by all students. All students will be required to view other group video-simulations prior to session 14, and complete a “Evaluation and Feedback Critique” for each group simulation on line that will be viewed by all students. These evaluations, blog comments etc. will be discussed in Session 14.
Due Session: 13/14.

#6 Integration Paper: (15 Points): Submit a typed 3-4 page integration and self-reflection paper that addresses these 3 questions:
1. Discuss the major application of Kerson’s conceptual framework to your developing social work practice stance as a professional. What and how can this framework be helpful? What are the major strengths and limitations of this framework?
2. How has this class and the associated knowledge and skill development increased your social work competencies as a health professional?
3. Please attempt to be specific in describing the 3 most important practice competencies that you intent to improve or develop over the next 2 years and how?
Please write this paper in first person. Due: Session 15.

Grading Structure

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Getting Acquainted &amp; Practice Inventory</td>
<td>5</td>
<td>Session 1</td>
</tr>
<tr>
<td>#2 Individual Interview &amp; Paper</td>
<td>15</td>
<td>Session 3 &amp; 4</td>
</tr>
<tr>
<td>#3 Clinical Practice Presentation</td>
<td>15</td>
<td>Session 6</td>
</tr>
<tr>
<td>#4 Jigsaw Activity&amp; Student Teaching</td>
<td>5(20)</td>
<td>Session 7, 9, 11, 13</td>
</tr>
<tr>
<td>#5 Group Video Presentation</td>
<td>30</td>
<td>Session 13, 14</td>
</tr>
<tr>
<td>#6 Integration Paper</td>
<td>15</td>
<td>Session 15</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
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<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
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<tr>
<td>D</td>
<td>60 - 66</td>
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</table>

Course Policies

There are many University and School of Social Work policies that govern this course. Please go to [http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf](http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf) to see a complete description of all the policies.

Part IV: Course content

Session Plan
Session: 1
Topic:  **Introductions and Overview**

a. Review course objectives and syllabus  
b. Student expectations and “Getting Acquainted Exercise and Practice Inventory”  
c. Kerson’s “Practice in Context” Framework

Required Reading:

Institute for Health Care Improvement: [http://www.ihi.org/ihi](http://www.ihi.org/ihi)  

Related Session Activities

- Lecture
- Getting Acquainted exercise
- Group discussion
- Class handouts

**Session: 2**

**Topic: Clinical Bio-Psychosocial Assessment**

a. Suicide Risk Assessment, Assessment with special populations- Diabetes Transplant, Oncology, HIV, CF, SAD, CHF, and Depression.  
b. Use of different instruments/models of assessment and treatment planning  
c. Psychopharmacology in Social Work health care practice

Required Readings:

View video: “Suicide in US: Finding Pathways to Prevention” Video Panel NIH
Videocast Sept 2011 by U.S. Department of Health and Human Services at
Complete Suicide Risk Assessment and Safety Plan on course Moodle website.
Handouts: Assessment templates, Screening tools and use of ecomaps and genograms

Recommended Readings:

Patients in Need of Comprehensive Social Work Evaluation”, Health & Social Work,
and Larry E. Davis. National Association of Social Workers and Oxford
Larry E. Davis., National Association of Social Workers and Oxford

Related Session Activities

- Lecture
- Class discussion on SRA competency and case study
- SRA competency homework

Session 3:
Topic: Clinical Practice Treatment and Intervention Strategies
   a. Focus is upon evidenced best-practice models and theories for intervention
   b. Lecture, discussion and application of different models with role play based upon
      Practice Inventory and identified student gaps in treatment intervention
      competencies.

Required Readings:

Larry E. Davis. National Association of Social Workers and Oxford University Press, Inc.
Terry Mizrahi and Larry E. Davis. National Association of Social Workers and Oxford
http://www.oxford-naswsocialwork.com.floyd.lib.umn.edu/entry?entry=t203.e38


Handouts: Evidenced-based best practice and intervention guidelines from various settings where students are in field work.

Recommended Readings and Resources:

National Center for Post Traumatic Stress Disorder website:
http://www.ncptsd.va.gov/ncmain/information
What is Post Traumatic Stress Disorder?
Treatment of PTSD?
PTSD 101 Course under Health Care Providers
Class H Motivational Interviewing. http://www.motivationalinterview.org


Related Session Activities
- Lecture
- Class discussion of Evidenced-based practices and small group role plays
- Skill Practice demonstrations of MI, CPT, CBT, IPT or BSFT

Session 4:
Topic: Interdisciplinary Teamwork, Collaboration and Coordination
a. Team STEPPS model application to health care and student’s field experience
b. Patient Centered Medical Home Model and shared decision making
c. Case Management, Care Management, Care Coordination competencies
d. Discharge Planning, Transition Care and Documentation

Required readings:


Recommended Reading:


Websites with detailed information on case management, medical home model: [http://www.ccmccertification.org](http://www.ccmccertification.org) and [http://socialworkers.org/](http://socialworkers.org/) 


Related Session Activities

- Mini Lectures- Team Stepps, Team communication, Patient Care Medical Home
- Class discussion of individual Interviews with professional or team and Moddle postings related to core competencies.
- Case Management certification requirements and competency

**Session 5:**

**Topic:** Ethics, Values and Advocacy Practice in Health Care

b. Major ethical questions, practice issues for health care social workers:
c. How do they act: DNR, DNI, Living Wills, Transitions Life Choices
d. End of Life-Palliative Care, Loss and Grief continuum

Required Readings:
Instructor/s will select 2 readings relevant to Social Work ethical and value decision-making from one of two websites. Students will read and post on blog their observation, reaction and recommended actions to the questions posed from these readings or case vignettes at Course Moodle website.
http://bioethics.od.nih.gov/index.html

The National Institute on Minority Health and Health Disparities (NIMHD) sponsors the monthly NIH Health Disparities Seminar Series. The forum disseminates information on advances, gaps, and current issues related to health disparities research. It features national and international health disparities research experts, including many funded by the NIMHD, the other NIH Institutes and Centers, and federal agency partners. Each seminar focuses on a specific theme.

http://www.oxford-naswsocialwork.com.floyd.lib.umn.edu/entry?entry=t203.e130

http://www.oxford-naswsocialwork.com.floyd.lib.umn.edu/entry?entry=t203.e33


Recommend Readings:


http://www.oxford-naswsocialwork.com.floyd.lib.umn.edu/entry?entry=t203.e184

http://www.oxford-naswsocialwork.com.floyd.lib.umn.edu/entry?entry=t203.e134

Ethical standards: Electronic Services and Interventions:
http://www.nbcc.org/assestmanagerfiles/ethics/intenetcounseling.pdf
http://www.adca-online.org/

Related Session Activities
- Mini Lectures based upon top three clinical practice issues
- Role play one practice ethics issue or dilemma case study
- Web-based blogs and posting related to ethical decision-making questions posted by Instructors related to readings and case vignettes.

Session 6:
Topic: Leadership, Change & Transition, Program Development and Evaluation of Practice
a. Use of Power, Change and Transition strategies for advanced practice in HC
b. Knowledge and application of CQI, PDCA, Six Sigma and Lean Tools
c. Applying evidenced based practice, evaluation and outcome research in work
d. Supervision models, competencies and skills

Required Readings:
Health Affairs, “Health Policy Briefs” website will be used in this class for readings http://www.healthaffairs.org

Recommended Readings:

Related Session Activities
- Mini Lecture on Power and COI tools
- Individual presentations on practice issue and intervention plan-Assignment #3
Session 7:  
Topic: **Complex Case Study Application and Integration**  
a. Hospital and Acute Care setting and populations

Required Readings:


Related Session Activities  
- Class discussion of Complex Case Study applying “Practice In Context Framework”  
- Identify key issues and core competencies illustrated in case study  
- Apply student practice knowledge and skills to case study

Session 8:  
Topic: **Complex Case Study Application and “Jigsaw Activity” Integration**  
Evidence-based treatment/intervention

Required Readings:  
Each student required to find and select one relevant reading for homework related to identified practice issue form previous class to share and teach in class.

Related Session Activities  
- Small group teachings  
- Class discussion  
- Online small group interaction and postings

Session 9:  
Topic: **Complex Case Study Application and Integration**  
a. Ambulatory and Community Care settings and populations

Required Readings:  


Related Session Activities
• Class discussion of Complex Case Study applying “Practice In Context framework”
• Identify key issues and core competencies illustrated in case study
• Apply student practice knowledge and skills to case study

Session 10:

Topic: Complex Case Study Application and “Jigsaw Activity” Integration

Evidence-based treatment/intervention

Required Readings:
Each student required to find and select one relevant reading for homework related to identified practice issue form previous class to share and teach in class.

Related Session Activities
• Small group teachings
• Class discussion
• Online small group interaction and postings

Session #: 11

Topic: Complex Case Study Application and Integration
a. Long Term care settings and populations

Required Readings:

Related Session Activities
• Class discussion of Complex Case Study applying “Practice In Context framework”
• Identify key issues and core competencies illustrated in case study
• Apply student practice knowledge and skills to case study

Session 12:

Topic: Complex Case Study Application and “Jigsaw Activity” Integration

Evidence-based treatment/intervention

Required Readings:
Each student required to find and select one relevant reading for homework related to identified practice issue form previous class to share and teach in class.

Related Session Activities
• Small group teachings
• Class discussion
• Online small group interaction and postings

Session 13:
Topic:  **Complex Case Study Application and Integration**
  a. Health Promotion and Illness Prevention setting and populations

Required Readings:

Parent team approach: a Philadelphia interdepartmental collaborative to provide
community-based services to at-risk mothers and newborns”, pp. 291-303.
a week-long overnight camp for teens and preteen with epilepsy”, pp. 329-339.

Related Session Activities
  • Class discussion of Complex Case Study applying “Practice In Context framework”
  • Identify key issues and core competencies illustrated in case study
  • Apply student practice knowledge and skills to case study

Session 14:
Topic:  **Student Discussion of Videos and Practice Evaluation Postings**
  a. Review “Evaluation and Feedback Critiques” posted on line. Discuss
what were the learning *each student* and *student small group* took away from
video role play to improve practice skills.
  b. Identify and summarize practice competencies and issues from this work.

Related Session Activities
  • Class discussion of “Evaluation and Feedback Critiques”
  • What are major new practice learning’s and integration with readings and prior
work.

Session 15:
Topic:  **Student Requests, Licensing, Supervision, and Evaluations**
  a. Practice questions, clinical supervision, licensing, and job interviews.
  b. Review of “Integration Paper” and growth in practice competencies
  b. Class feedback and evaluation
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http://www.behavioralhealthca.com/index.php/component/courses/?task


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Seipel, M.O., 2011). “The Impact of Medical Home on Selected Children’s Health Outcome”.
Strategies for Managing Change website: http://www.strategies-for-managing-change.com


Health Care Books

General Bibliography Books