

University of Gondar
College of Social Sciences and the Humanities
Department of Social Work
Course Outline for Health Care Social work

1. Course Information

- ❖ Course title: Health Care Social work
- ❖ Course code: BSWK-2051
- ❖ Credit hour: 3
- ❖ Semester: II
- ❖ Student Category: 2nd year regular BSW students
- ❖ Academic Year: 2018/19

2. About Instructors

- ❖ Course Instructors: Bekele, M. and Hermela, A.
- ❖ Qualification: MSW
- ❖ Email: bekelemolla2006@yahoo.com and hermellaaan@gmail.com
- ❖ Office: Aluminium Building, Fourth Floor

3. Course Description

This course will focus on teaching theory base as well as practice skills of health social work in a variety of settings and with clients of diverse background (age, gender, socio- cultural). Origin and development of medical social work; bio-medical, bio-psycho-social and other concepts of health, illness, disease and sickness, sickness role; common cultural, psycho-social effects of illness, injury, terminal illness, death and disability; continuum of care at home, health care facility hospital, outpatient clinic, hospice), community environment (religious, community center); professional role, functions, ethics of health social workers, skills in needs assessment, intervention plan development, case management, case review, discharge planning, follow up services; primary, secondary, tertiary and crisis intervention roles of social workers; importance of maintaining case records and skills in documentation and so on will be discussed.

4. Learning Outcomes

- ❖ In this course students will be able to:
 - Develop knowledge of biological, socio-cultural and psychological theories of illness and health as the basis of understanding patients and their families.

- Understand ethnic, cultural and economic influences on reactions to illness, utilization of medical resources and institutional barriers to access and service utilization.
- Understand basic information about major illnesses and health concepts, as well as sources to develop more specialized knowledge to assist in assessment and intervention planning.
- Understand the range of interventions utilized with clients and their families with emphasis on particular needs regarding culture, race, ethnicity, gender, sexuality, orientation and age.
- Increase knowledge of multidisciplinary collaboration, client advocacy and social support systems. Describe and evaluate the major theories and concepts which contribute to understanding the behaviour and social functioning of patients/ families, providers and social systems. Demonstrate ability to utilize theories and frameworks for assessment, intervention, and self-evaluation of practice.
- Demonstrate skill in the differential intervention methods as they relate to clients and the significant others.
- Demonstrate ability to intervene based on awareness of the impact of race, ethnicity, culture, sexuality, age and gender issues on the client, worker, and the setting.
- Demonstrate knowledge of the bio-psychosocial data base (assessment) and its use.
- Demonstrate methods of program development and implementation in the health care setting to address social work concerns, particularly within the emerging constraints of health care delivery, for example multi-disciplinary discharge planning, managed care, decreasing resources for psychosocial support.
- Identify and discuss the psychosocial issues relating to health and illness to family systems and intimacy issues including family caregiving, self-care, sexuality and parenting concerns.
- Identify characteristic and unusual reactions to illness or use of the health care system: depression or withdrawal, changes to body image, institutionalization, etc.
- Demonstrate the impact of organizational or structural elements of the health care system on services and client outcomes, e.g. managed care, continuous quality improvement, quality assurance, cost effectiveness programs.

5. Teaching Methods

Lecture, discussions, group work activities in class, experience sharing and reflections, case presentations and subsequent inquiries will be used in the teaching learning process. Both the instructor and students take full responsibility for the overall teaching-learning process.

6. The Respective Role of the Instructor and Learners

The teaching-learning process has the aim of the transformation of the learner via a critical thinking process. This higher consciousness is the result of a mental or psychological awakening that is aroused by a personal encounter with the substantive issues of the course. The essence of education is therefore found in dialogue, critical discussion and argument. I believe that teachers and students have a due responsibility in creating a teaching-learning environment that academically and personally challenges to think critically.

Role of the teachers:

- ❖ Ask thought provoking questions and invite learners to think critically
- ❖ Create a collaborative and participatory learning environment
- ❖ Consider the best interest of the learners based on a contractual agreement
- ❖ Be emotionally present and able to manage conflicts
- ❖ Be flexible, approachable, relaxed and personable
- ❖ Be well organized and know the subject matter
- ❖ Be a role model

Role of learners:

- ❖ Enhance self-confidence
- ❖ Appreciate diversity
- ❖ Give feedback to the teacher on the process
- ❖ Actively participate in the learning process
- ❖ Challenge what they know and how they know it
- ❖ Seek and receive assistance whenever you need

7. Assessment Methods

Students will be assessed on both formative and summative assessment methods. The formative assessments comprise of at least three continuous assessments which include quizzes, assignment, presentations, etc and covers 50 %. The summative assessment covers the rest 50 % of the assessment.

8. Ground Rules (roles and requirements)

First and foremost, the course and every classes will be undertaken in line with the University of Gondar (UoG) senate legislation, which can give an overall guidance for each conducts in the university. Likewise, attendance and class participation are critical to the learning and integration

of ideas. Therefore, attendance will be taken in every class. Students are considered in attendance when they present for the entire class. Students are not allowed to enter in to class after the class begins. Mobile phones must be switched off during class. Students are expected to do the readings assigned for the class. Students are encouraged to consult the instructor in case of difficulties. Talking during lecture is strictly prohibited. Any misconduct/misbehavior in the class and in the teaching learning process will be penalized in accordance with rules and regulations of the University.

9. Course Content

Chapter One: Health Care Social Work Overview

- ❖ History of health care social work
- ❖ Development of health care social work
- ❖ Health concepts definition: Health, Disease, illness and sickness
- ❖ Introduction to the health care delivery system

Cowles, L. A. (2003). *Social work in the health field: A care perspective*. Binghamton, NY: Haworth Press. Chapter 1.

Gehlert, S. & Browne, T.A. (Ed.). (2006). *Handbook of Health Social Work*. Hoboken, NJ: John Wiley & Sons.

Chapter Two: Role of Social Workers in Health Care Setting

- ❖ Role of social workers in health care setting
- ❖ Standards for social work practice in health care setting (NASW, 2014)

Cowles, L. A. (2003). *Social work in the health field: A care perspective*. Binghamton, NY: Haworth Press. Chapter 1.

Gehlert, S. & Browne, T.A. (Ed.). (2006). *Handbook of Health Social Work*. Hoboken, NJ: John Wiley & Sons.

National Association of social workers. (2014). *Standards for social work practice in health care setting*.

Chapter Three: Theoretical Perspectives/Models and Their Application in Health Social Work Practice

- ❖ Health belief model
- ❖ Theory of reasoned action
- ❖ Bio-psychosocial model

❖ Social action theory

Leventhal, H. -Lay beliefs about health and illness. In Baum et al, pp 131-135.

Ley, P. -Compliance among patients. In Baum, et al., op cit. pp. 281-283.

Stretcher, V.; -The Health Belief Model. In Baum, et al., op city, pp 113-116.

Sutton, S. -Theory of planned behaviour. In Baum, et al., optic, pp. 177-183.

Moos, R., optic, Chapter 1, -The crisis of physical illness: an overview and conceptual approach. 3-25.

Weick, A. (1981). Reframing the person in environment perspective. *Social Work*, 26:2, 140-143.

Chapter Four: Socio-economic Issues in Health

❖ Ethnicity and race

❖ Social Support

❖ Religion and spirituality

❖ Human sexuality and physical intimacy

❖ Gender

Gehlert, S. & Browne, T.A. (Ed.). (2006). *Handbook of Health Social Work*. Hoboken, NJ: John Wiley & Sons.

Alegría, M., Pescosolido, B.A., Williams, S. & Canino, G. (2011). Culture, Race/Ethnicity and Disparities: Fleshing Out the Socio-Cultural Framework for Health Services Disparities. In Pescosolido et al., pp. 363 -382.

Gorman, B.K. (2011). Gender and Health Revisited. In Pescosolido et al., pp. 411-430 Gallo-Silver, L. (2006). Human Sexuality and Physical Intimacy. In Gehlert et al., pp. 335-361

Chapter Five: Collaborative and Interdisciplinary Issues in Health Care Social Work

❖ Social work as part of the design of health care delivery

❖ Social workers role in health care teams

❖ The interdisciplinary approach: collaborating with other professionals

❖ Challenges to professional collaboration

Davidson, K. W. (1990) —Role Blurring And The Hospital Social Worker's Search For A Clear Domain.— *Health And Social Work*, 15(3), August 1990, Pp. 228-234.

Oberhofer-Dane, B. And Simon, B. L. (1991). —Resident Guests: Social Workers In Host Settings, *Social Work*, 36(3), 208-213.

Rehr, et al., Chapter 7, —Collaboration and Consultation: Key Social Work Roles in Health Care, pp. 93-102.

Sisskind, A. B. —Agency Mission, Social Work Practice and Professional Training in a Managed Care Environment.

Schames & Lightburn, opt. pp. 180-186 Stromm-Gottfried, K. (1998). Applying A Conflict Resolution Framework to Disputes in Managed Care. *Social Work*, 43:5, 3, pp. 93-401

Chapter Six: Social Work and Chronic Diseases

- ❖ Diabetes
- ❖ Heart disease
- ❖ HIV/AIDS

Gehlert, S. & Browne, T.A. (Ed.). (2006). *Handbook of Health Social Work*. Hoboken, NJ: John Wiley & Sons

M. —Hospitalization in adults,|| In Baum, et al., op cit., pp. 121-123.

Lester, N. —Coping with chronic pain.|| In Baum, et. al., op cit., pp. 87-91.

O'Brien, M. —Compliance among health professionals. In Baum, et al., pp. 278-280.

Petrie, K. —Coping with chronic illness, In Baum, et al., op cit., pp. 84-87

Chapter Seven: Families, Health and Illness

- ❖ Working with families and family caregivers

Gehlert, S. & Browne, T.A. (Ed.). (2006). *Handbook of Health Social Work*. Hoboken, NJ: John Wiley & Sons

Auslander, W., Bobb, J., Rogge, M. & Santiago, J. (1993). Family Stress And Resreouces: Potential Areas Of Intervention In Children's Recently Diagnosed With Diabetes. *Health and Social Work*, 18:2, pp. 101-113.

Saltz, C. & Schaefer, T. (1996). Interdisciplinary teams in health care: integration of family caregivers. *Social Work in Health Care*, 22:3, 59-70.

Chapter Eight: Intensive Loss, Death, Grief and Grief Counselling

Moos, R. (1984). The Final Crisis: Death and the Fear of Dying. In Moos, R., op. cit, pp. 385-390.

Rolland, S. (1990). Anticipatory Loss: A Family System's Developmental Framework. *Family Process*, 29 (3), 102-116.

Smith, E. (1995). Addressing The Psycho-Spiritual Distress of Death as Reality: A Transpersonal Approach. *Social Work*, 40:3, 402-413.

Chapter Nine: Pain Management and Palliative Care and Social Work Practice

Altilio, T., Otis-Green, S., Hedlund, S., & Fineberg, I.C. —Pain Management and Palliative Care. In Gehlert, pp. 635-673.

10. Student Assessment and Grading:

| S. No | Types of Assessment | Weight | |
|-------|-----------------------|--------|---|
| 1 | Quiz 1 | 10% | Will be given at the end of chapter one |
| 2 | Test | 15% | Will be given at the end of chapter 3 |
| 3 | Individual assignment | 10% | Article on health care social work will be reviewed |
| 4 | Group assignment | 15% | Review and presentation on chronic diseases will be conducted |
| 5 | Final exam | 50% | |
| 6 | Total | 100% | |

11. Additional Reading Materials

Baum, A, et al. (2007). *Cambridge Handbook of Psychology, Health and Medicine*.(2nd ed.). New York: Cambridge University Press.

Gehlert, S. & Teri Arthur Browne, T. A. (Eds.). (2006). *Handbook of Health Social Work*. John Wiley & Sons, Inc., Hoboken, NJ.

Heinonen, T. & Metteri, A. (Eds.) (2005). *Social Work in Health & Mental Health: Issues, Developments, and Actions*. Canadian Scholars' Press Toronto, Ontario.

Pescosolido, B.A., Martin, J.K., McLeod, J.D., Rogers, A. (Eds). (2011). *Handbook of the Sociology of Health, Illness, and Healing: A Blueprint for the 21st Century*. NY: Springer. Recommended Texts:

Wainwright, D. (Ed). (2008). *A Sociology of Health*. Thousand Oaks, California: SAGE.

Dziegielewski, S. (1998). *The Changing Face of Health Social Work: Professional Practice in the Era of Managed Care*. New York: Springer Publishing Company.

Rehr, H., Rosenberg, G & Blumenfield, S. (1998). *Creative Social Work in Health Care: Clients, the Community and Your Organization*. New York: Springer Publishing Company.

Schames, G. & Lightburn A. (1998). *Humane Managed Care*. National Association of Social Workers.

Anderson D.M., Keith, J., Novak, P.D. (2000). *Dorland's Illustrated Medical Dictionary*. (29th Ed.) Philadelphia: Saunders.