

UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF ARTS AND SCIENCES
SCHOOL OF SOCIAL WORK

THEORETICAL PERSPECTIVES ON PHYSICAL DYSFUNCTIONING
SOW 6126
SYLLABUS

INSTRUCTOR: KATHY BLACK, PH.D.

PHONE: 941-359-4584

OFFICE HOURS: WEDNESDAYS 5:00-6:00 P.M.

CLASS HOURS: WEDNESDAYS: 6-7:50 P.M.

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CLASSROOM: TBA

COURSE DESCRIPTION

This is the fourth course in the Human Behavior Sequence and provides content on a broad spectrum of physical illnesses, both acute and chronic. The biopsychosocial nature of illness is explored by utilizing a model that integrates individuals and families into the psychosocial context. Emphasis is placed on understanding the interactional (social-environmental) nature of illness and the concept of stress as a contributing factor to physical disorders and on gaining familiarity with stress as a by-product of some specific disease processes or physical condition and of involvement with the healthcare system i.e., medical intervention and/or treatment. Additionally, the psychosocial aspects of some selected disease entities, including modes of reaction and adaptation from an individual and family perspective are considered. Also, examples of ethical dilemmas that impact individual/family well-being are explored from a professional social work perspective.

Content related to issues of gender, race/ethnicity and socio-cultural variables is integrated and reinforced throughout the course. For example, consideration is given to women's issues in health settings, the relationship of poverty to certain physical disease vulnerabilities, and racial/ethnic related diseases such as sickle cell anemia. Content on the preventive aspects of clinical practice with oppressed populations is addressed, as well as the responsiveness of the clinical practitioner to community environments in terms of preventing disease-producing conditions. Issues of advocacy and promotion of social and economic justice in the healthcare system and policy arenas is explored.

Theoretical Perspective

The graduate and undergraduate programs of the USF School of Social Work provide a progressive identification with the knowledge, values, ethics, and skills of social work practice. The unifying themes and theoretical underpinnings of USF's social work curricula are found in both explanatory theories (e.g., *ecosystems theory*) and change theories (e.g., psychodynamic and cognitive behavioral theories), *operationalized through the perspectives of empowerment, strengths, capacity building, and evidence-based social work practice.*

Ecosystems theory reflects the social work value of enhancing human system functioning and focuses on biological, psychological, emotional, cultural, and social environments holistically. The ***strengths perspective*** emphasizes viewing the range of human differences as normal and acceptable, as opposed to making judgments about peoples' personal characteristics, race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, national origin, and level of social and emotional functioning. The ***empowerment perspective*** supports resourcefulness and the development of skills to remove social barriers for individuals, groups, and communities. The ***capacity building perspective*** reinforces the social work profession's mandate to serve the most vulnerable of society, to enhance the caring capacity of society to end discriminatory practices, and to develop and expand resources to those in need. ***Evidence-based practice*** entails the conscientious and judicious use of current best practice in decision-making about interventions at all system levels, integrating relevant scientific information with informed professional judgment and the personal preferences and cultural backgrounds of service consumers in order to practice effectively and ethically.

Course Rationale

Since the 1970s, chronic illness has been considered one of primary health problems in the United States. Given demographics projections and advances in research and technology, this is unlikely to change. As such, social workers are increasingly working with people who have chronic illness. To do so effectively, social workers must have an understanding of disease entities, disease processes, and individual and family coping and adaptive styles. They must also have an understanding of the importance of multicultural influences including race, ethnic group, and religious beliefs as these affect health care beliefs, responses, and adaptation styles. Social workers must also develop knowledge regarding the rapidly changing health care delivery system that includes a mix of providers, payers, and programs with particular attention given to the needs of underserved and vulnerable populations who are disadvantaged in health care delivery.

Since its early beginnings as a profession, social work has been intrinsically involved in health care issues, services, planning, and reform. Social workers must be prepared to deal with ever-complex issues that continue to emerge in the health care such as end-of-life issues, genetic counseling, and controversial treatments. In order to advocate in behalf of the well-being of our clients and promote social and economic justice in the health care system, we must acquire the knowledge necessary to influence health and environmental policy and legislation.

COURSE OBJECTIVES

After the completion of this course the student will:

Knowledge objectives:

1. Understand the normative psychosocial responses to various disease processes.
(***measurement:*** classroom discussion, paper, presentation)
2. Understand stress theories and family systems theory as applied to physical illness, chronic and life-threatening illnesses.

- (*measurement*: classroom discussions, paper, presentation)
3. Understand the impact of environmental conditions/factors as these relate to chronic, catastrophic and life-threatening illnesses.
(*measurement*: classroom discussion, paper, presentation)
 4. Understand the social work professional role in health care and the importance of practice consistent with the NASW Professional Code of Ethics.
(*measurement*: classroom discussion, paper, presentation)

Skill objectives:

1. Identify and describe selected medical illnesses case by case and identify and describe them in their categorical aspects;
(*measurement*: paper; presentation)
2. Identify the variations in these processes and their effects on the basis of social class status and cultural or ethnic background;
(*measurement*: paper, presentation)
3. Identify from a social-structural perspective the influence and implications of variables such as gender, race/ethnicity, and poverty on physical diseases;
(*measurement*: paper, presentation)
4. Identify the role of clinical social workers in the prevention of physical illnesses among community-based populations.
(*measurement*: classroom discussion, paper)

Value objectives:

1. Appreciate the social work role in facilitating client autonomy in the medical/health care setting in a manner consistent with the NASW Code of Ethics.
(*measurement*: classroom discussion, paper, presentation)
2. Appreciate the ethical/values dilemmas that arise out of the complex advances in science and technology and in alternative approaches to medical care delivery.
(*measurement*: classroom discussion, paper)
3. Appreciate the powerful influence of multicultural factors as these influence illness, adaptation, and medical care/decision-making.
(*measurement*: classroom discussion, paper, presentation)

METHODS OF INSTRUCTION:

Learners are collaborators in the learning process. Class participation including expressing opinions, facilitating discussing and speaking knowledgeably regarding assigned readings is expected. This course utilizes a lecture/discussion format. Other methods to facilitate learning will be used at the discretion of the instructor and may include blackboard, class exercises, debates, guest lectures and student presentations.

TEACHING PHILOSOPHY

I see learning as a collaborative process between the instructor and the learners. I have structured this course based on my experience and the experience of others who have taught it to

enhance opportunities for expanding awareness of oneself as an individual. I work from the strengths perspective and understand that the talents and needs each learner and each class as a whole brings to this experience are unique. The success of my teaching depends on all of us putting forth our best efforts and communicating openly throughout this course.

COURSE EXPECTATIONS

Learner Responsibilities:

1. Participate in in-class exercises.
2. Come to each class session, come on time, and stay for the entire class period and return on time from breaks. Failure to attend any class sessions will affect your ability to contribute to class discussions and activities and thus will negatively affect your grade.
3. Participate in class discussions and individual or small group activities, which are vital to the learning in this course.
4. Listen attentively when others are speaking and keep cell phones turned off.
5. Have read assigned course material and be prepared to discuss content in class.
6. Write papers that follow the guidelines provided in this syllabus, use correct grammar and APA format, and demonstrate learner learning from the texts and class session lectures and activities.
7. Turn all assignments in on time (see Assignment-Due Policy below).
8. Keep the instructor informed of any issues that interfere with individual learning, attendance, and/or turning in assignments on time.

Instructor responsibilities:

1. To prepare class session activities that enhance and augment learner learning from the text.
2. To share the instructor's knowledge that relates to course content.
3. To start and end each class session on time.
4. To listen attentively to learner contributions and questions.
5. To facilitate class discussions to maximize learner participation and keep focus on course content.
6. To respond to the extent possible to learner suggestions and questions.
7. To develop graded activities which evaluate learners' learning from readings in the text and from class activities.
8. To evaluate and grade learner learning based on the criterion provided in this syllabus.
9. To give learners feedback on their performance.

COURSE REQUIREMENTS:

Course assignments:

There are three assignments for this course: (1) Group Project; (2) Integrative Paper; and (3) On-Line Posting.

A. Group Project; 20% of final grade

Learners will work in groups of 2-4 and identify one of the priority populations identified in the 2010 National Healthcare Disparities Report (Racial and ethnic minorities, low income groups,

women, children, elderly, residents of rural areas, or individuals with disabilities and special health needs). Groups will:

- Read about the population's needs as identified in the 2008 National Healthcare Disparities Report available at <http://www.ahrq.gov/qual/nhdr10/nhdr10.pdf>
- The group will present an overview of the AHRQ report and key content from additional articles (described in next bullet) on a designated class date determined at the beginning of the semester.
- EACH student should locate, read, and synthesize a full text article from a scholarly source pertinent to the population's health needs. All articles must be from the last 5 years. The articles can relate to specific health conditions that impact the population. ALL articles should be provided to the instructor.
- Learners should prepare a written summary of the presentation (including article content) and plan to discuss key points addressed in the presentation. A handout of the presentation should be made available to all learners (either bring handouts to class or email handout to instructor for copies, but handout should be emailed at least 24 hours in advance of presentation date). The handout should be typed, double-spaced and no more than 3 pages in length. Power point copies also acceptable.
- Learners may use power point, overhead projector, or whiteboard to present to class and are also encouraged to "illustrate" text content with applications to multi-media materials- i.e. newspaper articles, movie clips, etc.
- The presentation should include personal thoughts, reflections, and/or critique on the content covered.
- The presentation should be practiced in advance of class night presentation.
- Each group will be allowed about 30 minutes to present (plus or minus 10 minutes).
- At the conclusion of the presentation, learners should pose 1 or 2 questions for their classmates to consider. The questions should demonstrate the integration of content and independent thinking (i.e. consider implications for human diversity; relevance to social work practice; implications for policies or services, etc.).
- The remaining minutes of the presentation will allow for discussion with the class.

Grading for Presentation: 10% based on class presentation (preparation, cohesion, expression) and 10% based on written summary (content outline, detail of key points, personal position, overall writing).

B. Integrative Paper-50% of final grade (Fulfills requirements for MSW Comprehensive Exam)

The purpose of this assignment is to expand theoretical understanding of the multi-systemic issues related to direct practice with family systems in which individual members have specific physical conditions, medical diseases or illnesses. The paper focuses on consideration of micro and macro systems issues and interventions.

All papers should reflect the usually accepted standards of written graduate academic work {substance, organization, clarity, citations, and originality}. APA style is required with the exception that an abstract is not required.

Instructions

Learners should base the focus of the paper on identifying a client system with a chronic or life threatening disease found in Rolland's Categorization (See Table 2.1 pp 33-34). The health condition MUST be approved by the instructor!

All papers should reflect the usually accepted standards of written graduate academic work {substance, organization, clarity, citations, and originality}. APA style is required with the exception that an abstract is not required.

Maximum paper length: 15 pages

Due date: **11/16/11**. Late papers will not be accepted without prior approval of the instructor. Note: delayed submission may affect anticipated graduation deadlines.

Evaluation:

*See grading rubric appended to the syllabus.

*Successful completion of this assignment with a grade of B or better fulfills the requirements for the MSW Comprehensive Examination. Successful completion is required for clearance for graduation. Note: Learners must address all seven areas outlined below in order to receive a "B" or better. If the quality of the paper is questionable, a second instructor will evaluate the paper. If a paper is not given a B grade or better, a remediation process will ensue.

*This paper is 50% of the final grade for SOW 6126 course.

Areas To Be Addressed:

1. Briefly describe the individual client system that will be the focus of the paper. Identify members of the client system and include relevant identifying information. Complete a description of the specific physical condition, medical disease/illness and its process. Minimally, the description should include symptoms, etiology, onset, and typical course including progression/outcome, and treatment. (Maximum 1- 1.5 pages in length).
2. Describe the normative psychosocial responses that might be expected of the identified individual and family system (given onset, course, outcome, level of incapacitation, other significant factors) based on individual and family theoretical perspectives. Important: Identify specific theoretical perspectives for both individual and family systems. Discuss how these provide a framework for understanding individual/family context.
3. In considering other individual and families systems that experience the same physical condition or medical illness, identify and describe some variations in psychosocial responses that may be anticipated based on multicultural perspectives including consideration of

culture, age, sexual orientation, SES, and gender influences. Provide examples to demonstrate how these factors contribute to the range of normative responses.

4. Drawing from practice theory, explicate the issues influencing direct practice with the individual and family client systems having this specific condition/disease/illness. Specify applicable practice theories and address how multicultural perspectives may influence practice issues and interventions.

5. Identify and discuss possible systemic and environmental factors that influence conditions contributing to the health issues/problem, illness or disease in question and intervention/treatment, and prevention (if relevant).

6. Identify relevant macro policy issues and discuss what strategies can be utilized by you as a practitioner to influence change on a macro policy level. Give specific examples to demonstrate strategies.

7. Identify two possible research questions that may be explored to help us better understand how to work with clients with this condition/ disease/illness. Describe a specific research study that a social worker as a direct practitioner would undertake to answer research questions. Identify the agency context in which this research would take place.

C. On-Line Posting 20% of final grade

Group project presentations will be uploaded and posted on Blackboard. Each student will provide a thoughtful, reflective on-line response to two other presentations. The content of the post should include commentary about one's personal reaction as it might impact one's professional practice. The post should be written in the format of other required written assignments (i.e. grammar, APA, etc.). The responses must be a minimum of 200 words. Postings must be completed by the timeframes noted in Blackboard.

WRITTEN ASSIGNMENTS

All written assignments **MUST** be turned in on time. If you must miss a class, you can turn in the homework assignment electronically by the beginning of the class session. Papers are due at the beginning of class. Late papers **WILL** receive reduced grading- 5% off per 24 hours late.

All written assignments must demonstrate acceptable writing style, American Psychological Association (APA), including the use of standard English, acceptable grammar, and the use of the American Psychological Association (APA) style of reference citation. All written assignments will be graded on the basis of the following:

Academic Accommodation

Any learner with a disability is encouraged to meet with the instructor privately during the first week of class to discuss accommodations. Each learner must bring a current **Memorandum of Accommodations (MOA)** from the Office of Learner Disability Services (OSDS) which is prerequisite for receiving accommodations. Accommodated examinations through the OSDS

require two weeks notice. All course documents are available in alternative format in the learner's MOA.

ATTENDANCE POLICY

Learners are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for learning and continued development of self awareness. This form of learning cannot be “made up” once missed. Accordingly, attendance is required at all class meetings. There are no excused absences (except for military leave, jury duty, or religious holidays that are planned in advance). A learner is considered absent if he/she arrives more than 20 minutes late to class, leaves 20 or more minutes early or does not come to class. Learners can miss 2 classes without penalty. After that, 5% off of the total grade will be deducted for each missed class. **Learners are responsible for any missed material due to absences or lateness.**

Religious Preference Absence Policy

Learners who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide written notice of the date(s) to the instructor by the second week of classes.

Use of non-sexist and professional language

The use of non-sexist and professional language is expected in written assignments and in class discussion. Guidelines regarding non-sexist language are available in the Publication Manual of the American Psychological Association.

Disabilities Accommodation

Learners are responsible for registering with the Office of Learners with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation.

Contact Information: Pat Lakey, Coordinator, 941-359-4714, plakey@sar.usf.edu, or www.sarasota.usf.edu/Learners/Disability/

Academic Dishonesty Policy

The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university's policy in the catalog, [USFSM Undergraduate Catalog](#) or [USFSM Graduate Catalog](#) and the [USF Student Code of Conduct](#).

Academic Disruption

The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: [USFSM Undergraduate Catalog](#) or [USFSM Graduate Catalog](#) and the [USF Student Code of Conduct](#).

Emergency Preparedness

It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness site:

<http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php>.

1 (800) Hotline: The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. The hotline can also be operated by staff during an emergency if the situation necessitates that additional information, direction or resources need to be communicated and the personnel can be put in place in advance, such as in the event of a hurricane or ongoing emergency

Fire Alarm Instructions:

At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated.

Emergency Evacuation Procedures: http://www.sarasota.usf.edu/Alpha/ready/EAP_FAQ.pdf

Contingency Plans

In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

See the Safety Preparedness Website for further information.

<http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php>

Tapes and Notes

While recordings of this class may be made for personal use recordings may not be sold or distributed to others. Lecture notes are provided on the Blackboard site. While you may make copies of these notes for your personal use, no copy of these notes may be distributed to anyone other than persons enrolled in the class nor may any copies be sold.

GRADING

Student grades will be based on the following areas of performance:

Group Project	20%
Integrative Paper	50%
On-Line Posting	20%
Participation	10%

(See **Methods of Instruction** for definition of participation).

Grading scale:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 94-96	B = 84-86	C = 74-76	D = 64-66
A- = 90-93	B- = 80-83	C- = 70-73	D- = 60-63
			F = 59 and below

REQUIRED TEXTBOOK(S)

Rolland, J.S. (1994). *Families, illness, and disability. An integrative treatment model*. New York: Basic Books.

Note that recommended readings will be added to Blackboard throughout the course. Learners will be notified in advance via email.

SUPPLEMENTAL SOURCES

Journals: Health & Social Work; Social Work in Health Care

COURSE CALENDAR

8/24/11 **Introductions; expectations; course overview; syllabus review**

8/31/11 **Understanding Disease and Illness: Social/Interactional Perspective**

Text: Rolland, J. Ch. 1. Intro: In search of family psycho-social map

Video: In Sickness and in Wealth

9/7/11 **Models for Understanding Illness/Disease & Development**

Text: Rolland, Ch. 2 The psycho-social typology of illness
3 The time phase of illness

9/14/11 **Family Systems-Illness Model**

Text: Rolland, Chapters. 4 Overview of family dynamics with chronic disorders
5 Multigenerational experiences with illness, loss, and crisis

Video: Becoming American

Presentation: Racial and ethnic minorities

9/21/11 **Family Systems & Chronic Disorders**

9/28/11

Text: Rolland, Chapter 6 Chronic disorders and the life cycle

Video: Place Matters

Presentation: low income groups

Presentation: residents of rural areas

10/5/11 **Health Belief Systems & Cultural Meaning of Illness**

Text: Rolland, Chapters 7 Anticipatory loss in physical illness

8 Family health and illness belief systems

Video: Bad Sugar

Presentation: individuals with disabilities and special health needs

10/12/11 Working with Families

Text: Rolland, Ch. 9 Treatment issues with families
10 In sickness and in health: helping couples master the challenges

Video: When the Bough Breaks

Presentation: women

10/19/11 Issues for Practitioners

Text: Rolland, Ch. 11 Personal and caregiver system interface issues for clinicians

Presentation: children

Video: Collateral Damage

10/26/11 Dementia Care Management

Readings: Black, K., & Hyer, K. (2010). Person-centered considerations in practice for persons with dementia and their caregivers across the continuum of care. *Best Practices in Mental Health: An International Journal*.

Presentation: elderly

11/2/11 Planning in advance for care throughout the end of life

Readings: Black, K. (2007). Advance care planning throughout the end of life: Focusing the Lens for Social Work. *Journal of Social Work in Palliative and End-of-Life Care*, 3(2), 39 – 58.

Video: Not just a Paycheck

11/9/11 On-line Postings

11/16/11 * Integrative Paper due *****

11/23/11 NO CLASS THANKSGIVING HOLIDAY

11/30/11 Course Synthesis

General References

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- Ahmad, W. I. U. (1992). The maligned healer: The Hakim and western medicine. *New Community, 18*, 521-536.
- Alonzo, A. A. (1985). Health as situational adaptation: A social psychological perspective. *Social Science and Medicine, 21*, 1341-1344.
- Altpeter, M., Earp, J. L., & Schopler, J. H. (1998). Promoting breast cancer screening in rural, African American communities: the "science and art" of community health promotion. *Health and Social Work, 23*, 104-116.
- Anderson, J. M. (1986). Ethnicity and illness experience: Ideological structures and health care delivery system. *Social Science in Medicine, 22*, 1277-1283.
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- Bateman, M. J., Pauley, D., & Woods, M. (1991). *Facing the world: An independent living/pre-employment curriculum for refugee youths*. Richmond, VA: Catholic Charities.
- Berkanovic, E., & Telesky, C. (1985). Mexican-American, Black-American and White-American differences in reporting illnesses, disability and physician visits for illnesses. *Social Science and Medicine, 20*, 567-77.
- Bells, P. O., Organista, K. C., & Soloff, P. R. Exploring AIDS related knowledge, attitudes & behaviors of female Mexican migrant workers. *Health & Social Work, 23*, 96-103.
- Berkman, B., & Abrams, R. D. (1986). Factors related to hospital readmission of elderly cardiac patients. *Social Work, 31*, 99-103.
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- Callan, J. (1994). The ethics of assisted suicide. *Health & Social Work, 19*, 245-252.

- Carden, A., & Feicht, R. (1991). Homesickness among American and Turkish college learners. *Journal of Cross-Cultural Psychology, 22*, 418-28.
- Chalfant, H. P., Heller, P., Roberts, A., Briones, D., Aguirre-Hochbaum, S., & Farr, W. (1990). The clergy as a resource for those encountering psychological distress. *Review of Religious Research, 31*, 305-313.
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- Galambos, C. (2006, February 1). Health care coverage for poor women: Dwindling support. *Health & Social Work*, 3-6.
- Galambos, C. (2005, February 1). The uninsured: A forgotten population. *Health and Social Work*, 3-6.
- Galambos, C. (2005, May 1). Natural Disasters: Health and mental health considerations. *Health & Social Work*, 83-86.
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On-line Posting Assignment

Student _____

Topic 1: _____

Topic 2: _____

Category	Excellent	Very good	Acceptable	Weak	Very Weak	Score
Description, comprehension understanding of concepts/issues Contribution to analytic, thoughtful discussion Considers evidence based practice implications Minimum: 200 words 10 POINTS	Topic is clearly explored; responses further understanding of issues; complexities are considered (10)	Topic is clearly explored with sufficient depth of understanding (9)	Topic is explored with moderate understanding in discussing concepts (8)	Topic is poorly elaborated and lack depth of understanding Does not meet minimum word requirement (7)	Topic cannot be understood in the posting (0)	(1)
						(2)

MSW INTEGRATIVE PAPER GRADING RUBRIC SOW 6126

Student Name: _____

Instructor Name: _____

	Pts. Available	Pts. Earned
Section 1.		
A. Describes Client system briefly; details physical condition/medical illness & process	5	
Section 2		
A. Describes normative psychosocial processes for individual & family system (based on onset course, outcome, level of incapacitation, other significant factors)	10	
B. Identifies specific theoretical theories/perspectives and discusses how these provide a framework for understanding individual/family context	5	
Section 3.		
A. Addresses variations in responses: culture, age sexual orientation, SES, gender	10	
B. Provides examples to demonstrate how these factors contribute to the range of normative responses	5	
Section 4.		
A. Identifies issues influencing direct practice and describes practice strategies and techniques	5	
B. Specifies applicable practice theories	5	
C. Addresses how multicultural perspectives influence practice.	5	
Section 5.		
A. Identifies and discusses systemic/environmental factors that influence and/or contribute to physical condition/disease/medical illness	10	
Section 6.		
A. Identifies and discusses strategies to change policy on a macro level	10	
B. Provides specific examples to demonstrate strategies	5	
Section 7.		
A. Identifies 2 research questions that may be explored to contribute to understanding work with clients/families with this condition.	5	
B. Describes specific research study to address one question.	10	
Section 8		
A. Accurate APA style and reference page.	5	
B. Well-written, correct grammar and spelling, and organized	5	
Total Points for Paper	100	

Comments:

Rating Scale:

5 (Excellent); 4 (Above Average); 3 (Satisfactory) 2 (Below average); 1 (Poor)

Students must earn at least 3 points (or equivalent) per each "Section" category. If student earns less than a 3, the section or part of section must be rewritten and resubmitted for evaluation.

Successful completion of this assignment with a grade of B or better fulfills the requirements for the MSW Comprehensive Examination. Successful completion is required for clearance for graduation. Note: Students must address all seven areas outlined in order to receive a "B" or better. If the quality of the paper is questionable, a second instructor will evaluate the paper. If a paper is not given a B grade or better, a remediation process will ensue.

Due: 11/17/09. Late papers will not be accepted without prior approval of the instructor. Note: delayed submission may affect anticipated graduation deadlines.

**SOW 6126 Group Project
Grading Matrix**

Group Members:

Topic:

Criteria	Points Possible	Points Awarded	Comments
Overview includes description of population and identifies specific health care needs/issues per disparities report	5		
Presentation addresses additional specific content on health issue pertinent to population	5		
References cited (1 per member)	1		
Structure/Grammar/Cohesion/Expression of ideas	5		
Two Reflective questions	4		
Total	20		