

Course Syllabus

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Graduate Department of Sociology, Social Work, and Family Sciences

SWK6525 Medical Social Work

3 Units

Fall 2026

August 31 - December 20

Fully Online

Meeting Days: Asynchronous

Meeting Times: N/A

Meeting Location: Fully Online in Canvas

Final Exam: (Day/Time): N/A

Instructor: Dr. Jaronda Session, DSW, LCSW

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[\(mailto:jsession@pointloma.edu\)](mailto:jsession@pointloma.edu)

Office Location and Hours: by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.



Course Description

Introduces and develops the skills needed for social work in health care settings: hospitals, hospices, homecare and nursing homes. Skills include case management, discharge planning, medical terminology, documentation, advocacy, understanding cultural diversity, individual and family interviewing, and understanding psychosocial issues related to each setting.

Course Learning Outcomes

1. Efficiently produce accurate, professional clinical charting under healthcare time constraints.
 2. Navigate diverse medical settings (inpatient, outpatient, VA) and collaborate within interdisciplinary teams.
 3. Formulate comprehensive, evidence-based care plans using biosychosocial-spiritual assessments.
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Program Learning Outcomes

1. Demonstrate understanding of integrated body of knowledge required of a “advanced generalist practitioner” as defined by the Council on Social Work Education.
2. Engage in professional practice that is guided by values and ethics and inspired by faith:
 - Possess a command of the professional values and ethics required of an “advanced generalist practitioner.”
 - Demonstrate an awareness of the influence of Christian and Wesleyan perspectives on social work practice.
 - Demonstrate competence in the concrete practice of professional skills, especially those skills required for an “advanced generalist practitioner.”
 - Demonstrate professional competency as defined by the CSWE competencies.

Program Goals

The goals of the social work program flow from the mission and are related to the development of competent professions; integration of faith and professional practice; service to the community that empowers others; and continuous personal development. The four primary program goals are:

1. To prepare students for beginning advanced generalist professional practice by providing the advanced knowledge, skills, and values and ethics that form a professional foundation for competent practice with diverse populations and systems of any size.
2. To prepare students who are committed to service in the community in a manner that includes an understanding of the intersection of a Christian/Wesleyan perspectives and social work practice.
3. To develop entry level advanced generalist or clinical practitioners who are motivated to promote social, racial, environmental, and economic justice and who employ theory and cultural sensitivity to



empower diverse populations and to understand the transactions between social and cultural environments.

4. To foster student involvement in continuing professional development. These core program goals are accomplished through student achievement of objectives that form a professional foundation of knowledge, clearly articulated values and ethics, and acquisition of professional and personal skills.

CSWE Core Competencies

Achievement of the program objectives relies on the successful 'teaching' and 'shaping' of students into professionals who successfully acquire personal competency in ten domains: nine domains identified by CSWE and one additional domain reflecting integration of the Christian foundation of the PLNU program. These domains inform the master of social work program design and curriculum and form the basis of student learning outcomes and core professional competencies to be achieved by students. Upon completion of the PLNU master of social work program, students are expected to demonstrate professional practice behaviors commensurate with the advanced generalist practitioner in each domain by practicing stated practice behaviors in their courses and field placement(s).

1. Demonstrate ethical and professional behavior
2. Advance human rights and social, racial, economic, and environmental justice
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess and plan with individuals, families, groups, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities
10. Service as an expression of faith

Institutional Learning Outcomes

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, in a Christ-centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. Serving, in a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.



Required Texts and Recommended Study Resources

Flores-Carter, K. (2020). *Medical Social Work Practice: A Christian Approach*. Kendall Hunt Higher Education. [\(eBook version\)](#)

Note: Students must purchase the digital eBook version prior to the first day of class and are encouraged to begin reading as soon as possible. The eBook version provides students with access to view the Author Insight videos, which are required viewing in the course.

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

Estimated Time to Complete Course

<i>Activity Category</i>	<i>Time-to-Complete (Hours)</i>
Required Reading and Resources	18
Discussions	42
Assignments	22
Psychosocial Impact of Medical Illness Video Presentation	8
IDT Morning Rounds Role Play	10.5
Grand Rounds: Final Case Presentation	12
Total:	112.5



Assessment and Grading

Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Assignments with Percentages

Assignment Category	Description	Percentage
Discussion	Every week application and discussion questions will be posted on Canvas based on the chapter, related articles, and posted videos. You must respond to the required number of students to get full credit. Typically due weekly by Sunday, Response to Instructor due by following Friday. Make sure to read instructions and rubric carefully.	20%
Assignments	Typically due weekly by Sunday, Response to Instructor due by following Friday. Make sure to read instructions and rubric carefully.	20%
Psychosocial Impact of Medical Illness Video Presentation Instructions	You will record and submit a video presentation analyzing how patients adapt to sudden medical diagnoses and impairments based on your previously selected developmental stage. Typically due by Sunday. Make sure to read instructions and rubric carefully.	10%
IDT Morning Rounds Role Play Instructions	You will submit a video role-play simulating a collaborative Interdisciplinary Team (IDT) morning rounds discussion, demonstrating your ability to advocate for a patient during care transitions. Typically due by Sunday. Make sure to read instructions and rubric carefully.	20%
Grand Rounds: Final Case Presentation	As the culmination of the course, you will act as the lead clinician presenting a highly complex, multi-layered case involving a marginalized patient in an acute crisis. You must formulate and present a comprehensive, evidence-based biopsychosocial care	30%



	plan. Typically due by Sunday. Make sure to read instructions and rubric carefully.	
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Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Grading Scale

The following grading scale will be used for all exams and final course grades:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 84 – 86% = B
- 81 – 83% = B-
- 78 – 80% = C+
- *75 – 77% = C
- 73 – 74% = C-
- 71 – 72% = D+
- 68 – 70% = D
- Below 68% = F

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In this course, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include medical trauma, grief and loss, terminal illness, and complex family dynamics. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of **Medical Social Work**, and I will support you throughout your learning in this course.

Trigger Warning



I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In SWK 6525: Medical Social Work, we will cover a variety of topics, some of which you may find triggering. These topics include medical trauma, severe illness, end-of-life care, and healthcare disparities. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on a discussion of a certain topic, know that you are still responsible for the material, but we can discuss if there are other methods for accessing that material and assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of expanding your intellectual engagement in the area of Medical Social Work, and I will support you throughout your learning in this course.

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session and as listed in the instructions when they are due—including assignments posted in Canvas. For work that is submitted after the deadline, a 10% reduction will be given. Incompletes will only be assigned in extremely unusual circumstances.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Accelerated Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the [Chaplain's Page \(https://my.pointloma.edu/pages/chaplains\)](https://my.pointloma.edu/pages/chaplains) on myPLNU.



In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

Student Success

The Center for Student Success supports our Graduate and Professional Studies students throughout their academic journey. We provide student services such as academic advising and planning, resource workshops, and connect students to career services, writing support, tutorial services, and wellness resources. The Center itself is located on the first floor of the Mission Valley Campus. If you have any questions about how to access resources at PLNU, please start by reaching out to the Center for Student Success [by email \(mailto:studentsuccess@pointloma.edu\)](mailto:studentsuccess@pointloma.edu) or by phone at 619-563-2850. Please visit [myPLNU Student Success \(https://my.pointloma.edu/pages/student-success-center\)](https://my.pointloma.edu/pages/student-success-center) for more details. If you are in the School of Education, please contact [SOE Advising \(mailto:soeadvising@pointloma.edu\)](mailto:soeadvising@pointloma.edu).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization \(https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures\)](https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures) to view which states allow distance education outside California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification



In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text>) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#academicbehavior)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#academicbehavior>) or the [University Catalog](https://pointloma-public.courseleaf.com/grad-catalog/)  (<https://pointloma-public.courseleaf.com/grad-catalog/>).



Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) to generate ideas, as a learning tool, or in some cases generate portions of work you will submit. I will specify in individual assignments what constitutes appropriate use of AI for that assignment. Please use this Purdue resource to guide your citations when using AI.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center on the PL campus, the first floor of the Balboa campus, and the second floor of the Mission Valley campus. For all students, including the Bakersfield campus, virtual appointments are available. You can reach the Educational Access Center (EAC) [by email \(mailto:EAC@pointloma.edu\)](mailto:EAC@pointloma.edu) or phone at 619-849-2533. Students can access both requests for and evidence of disability through the Accommodate link off the main page of [OneLogin](https://pointloma.onelogin.com/portal)  (<https://pointloma.onelogin.com/portal>). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through [Accommodate](https://pointloma-accommodate.symplicity.com/)  (<https://pointloma-accommodate.symplicity.com/>).

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging



Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](http://www.pointloma.edu/nondiscrimination) (<http://www.pointloma.edu/nondiscrimination>).

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the [Title IX Office](https://www.pointloma.edu/title-ix) (<https://www.pointloma.edu/title-ix>). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the [Title IX Office](https://www.pointloma.edu/title-ix) (<https://www.pointloma.edu/title-ix>).

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact [Counseling Services](mailto:counselingservices@pointloma.edu) (<mailto:counselingservices@pointloma.edu>) or [consult the list of campus pastors](https://www.pointloma.edu/title-ix/get-help-now) (<https://www.pointloma.edu/title-ix/get-help-now>).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](http://www.pointloma.edu/nondiscrimination) (<http://www.pointloma.edu/nondiscrimination>).

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.



2. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/)  (<https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/>) for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam



- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349) (<https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349>) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](https://my.pointloma.edu/pages/writing-center-gps) (<https://my.pointloma.edu/pages/writing-center-gps>) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- [Research Help Guide](https://my.pointloma.edu/pages/research-help) (<https://my.pointloma.edu/pages/research-help>) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](https://maps.app.goo.gl/CRXui8PJUnSkvokC9)  (<https://maps.app.goo.gl/CRXui8PJUnSkvokC9>) off the student lounge
- [Academic Writing Resources Course](https://canvas.pointloma.edu/courses/64301) (<https://canvas.pointloma.edu/courses/64301>): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](https://youtu.be/4H8KTZ4BOaY)  (<https://youtu.be/4H8KTZ4BOaY>) and take time now to explore!
- [Grammarly](https://my.pointloma.edu/pages/writing-center-gps) (<https://my.pointloma.edu/pages/writing-center-gps>): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.



- [Tutoring \(https://my.pointloma.edu/pages/tutoring-gps\)](https://my.pointloma.edu/pages/tutoring-gps): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

Course Schedule

Course Schedule

Week	Topics	Required Resources	Assignments
1	Foundations of Medical Social Work • Focus: Roles in inpatient vs. outpatient settings	Read <i>Flores-Carter</i> textbook: Ch. 1 (8 pages) Review: Keywords and Acronyms Watch: Professor Welcome & The Reality of Medical Social Work (Recorded by Dr. Session)	Electronic Health Record (EHR) Charting Practice: The Medical Ecosystem Discussion: The Cabot and Cannon Legacy & Your Clinical Why
2	Medical Law, Bioethics, and Systems of Care • Focus: Medicare, Medicaid, and ethical boundaries	Read <i>Flores-Carter</i> textbook: Ch. 2 (10 pages) Watch: Chapter 2 Author Insight with Liana Hoffman & Dr. Flores Carter (Note: Ensure syllabus states students must purchase the digital eBook version or confirm publisher hardcopy access to view Author Insight videos).	EHR Charting Practice: Legal and Ethical Vignettes Discussion: Faith vs. Bioethics
3	Mental Health in Medical Systems • Focus: Behavioral health integration and managing	Read <i>Flores-Carter</i> textbook: Ch. 3 (12 pages) Watch: Chapter 3 Author Insight with Dr. Lizbeth	EHR Charting Practice: Integrated Mental Health Triage (The Case of Leah)



	mental illness stigma in medical settings	Gaona	Discussion: The 5150 & Psychiatric Triage
4	The Medical Biopsychosocial Assessment • Focus: Adapting rapid assessments across the lifespan (Pediatrics to Older Adults)	Read <i>Flores-Carter</i> textbook: Ch. 4 (28 pages) Watch: Chapter 4 Author Insight with Mary L. Hebert & Dr. Flores Carter	EHR Charting Practice: The Case of Denise Discussion: Pediatric Social Work Challenges
5	Equity in Health Care and Medicine • Focus: Systemic disparities (e.g., Sickle Cell pain management, Diabetes, and race-based CKD/eGFR scoring)	Read <i>Flores-Carter</i> textbook: Ch. 5 (10 pages) Watch: Chapter 5 Author Insight with Dr. Nicole L. Arkadie & Ariel Macon-Richard	EHR Charting Practice: Healthcare Disparities Discussion: Cultural Humility vs. Cultural Competence *Submit your developmental stage selection for the Week 12 Psychosocial Impact of Medical Illness Video Presentation Submit your Developmental Stage Selection
6	Christ-Centered Practice with Marginalized Populations • Focus: Spiritual assessments and collaborating with the Hospital Chaplain	Read <i>Flores-Carter</i> textbook: Ch. 6 (7 pages) Watch: Chapter 6 Author Insight with Dr. Carla Thornton & Dr. Flores Carter	Discussion: Anchoring in the Storm Clinical Vignette: Prayer, Trauma, and Self-Determination



7	Culturally Responsive Care in Medical Settings • Focus: Health literacy, medical mistrust, and culturally specific health beliefs	Read <i>Flores-Carter</i> textbook: Ch. 7 (34 pages)	EHR Charting Practice: Keywords and Acronyms Discussion: Cultural Responsiveness vs Competence → Action Item: Submit your topic selection for the Week 13 IDT Role Play Video. SIGNUP: IDT Role Play Video
8	Trauma-Informed Medical Social Work • Focus: Medical trauma, patient autonomy, and informed consent	Read <i>Flores-Carter</i> textbook: Ch. 8 (12 pages) Watch: Chapter 8 Author Insight with Dr. Lori Sirs	EHR Charting Practice: Trauma Informed Care Application Mid-Course Survey Discussion: Restoring Patient Autonomy → Continue working on your Week 12 Impairment Reflection Video



9	Complex Discharge Planning & The Unhoused Patient • Focus: Resource scarcity and analyzing real-world hospital discharge protocols	Read <i>Flores-Carter</i> textbook: Ch. 9 (8 pages) Watch: Chapter 9 Author Insight with Elizabeth Chavez & Dr. Flores Carter	EHR Charting Practice: Homeless Discharge Protocol Analysis Instructions Discussion: The "Too Stable, Too Ill" Paradox → Submit your Grand Rounds Final Clinical Presentation outline and approval request. Grand Rounds Final Clinical Presentation Outline
10	Maternal Mental Health & Pediatrics • Focus: The NICU, Labor & Delivery, and CPS reporting	Read <i>Flores-Carter</i> textbook: Ch. 10 (16 pages) Watch: Chapter 10 Author Insight with Dr. Flores Carter	EHR Charting Practice - Masking the Pain Clinical Vignette: The CPS Mandate and the Mother → Continue working on your Week 13 IDT Role Play Video
11	Veterans & Specialized Primary Care • Focus: Navigating the VA Hospital system and specialized veteran resources	Read <i>Flores-Carter</i> textbook: Ch. 11 (10 pages) Review: Official U.S. Department of Veterans Affairs Digital Resource: Social Work What We Do	Clinical Vignette: Bridging the Civilian-VA Gap Discussion: Military Culture as Cultural Responsiveness → Continue preparing your Grand Rounds Final Clinical Presentation
12	Medical Impairment Across the Lifespan • Canvas: Adapting to sudden medical	Read: Moorman, Johnson & Smith (2026), "Psychosocial Care Factors in Sickle Cell Disease: A Social Work Perspective"	Psychosocial Impact of Medical Illness Video Presentation (Video Response)



	diagnoses	Read: Wladkowski, Hunt, Luth, Teno, Harrison & Wallace (2024–25), "Top Ten Tips Palliative Care Clinicians Should Know About Hospice Live Discharge"	Discussion: A Tale of Two Trajectories
13 Thanksgiving Recess 11/26-27 (No Classes)	Palliative Care & Sacred Transitions • Canvas: Advance Directives, POLST, and hospice transitions	Read: Aldamouk (2024), "The Impact of Patient-Centered, Structured Interdisciplinary Bedside Rounds on Medical Staff Satisfaction, Education, and Experience" Read: Srinivas et al. (2024), "Synergistic Strategies: Optimizing Outcomes Through a Multidisciplinary Approach to Clinical Round,"	IDT Morning Rounds Role Play (Video Response) Discussion: IDT Advocacy Peer Feedback
14	Provider Resilience & Restorative Practice • Canvas: Avoiding clinical burnout and compassion fatigue	Cole, Fantus, Hawkins & Chakraborty (2025), "Professional Self-Care in Social Work Practice: A New Conceptual Framework" "Strengthening the Culture of Well-Being in Rural Hospitals Through RISE Peer Support"	Provider Resilience and The Cocoa Cup Therapy Framework Instructions Discussion: Collaboration and Community Check-In



		Watch: Professor Insight: The Cocoa Cup Therapy Framework	
15	Final Project Presentations • Canvas: Students present their final case studies and provide professional peer feedback	Read: Manspeaker, Loughran & O'Neil (2023), "Impact of a Grand Rounds Interprofessional Workshop: Student Perceptions of Interprofessional Socialization and Cultural Humility,"	Grand Rounds: Final Case Presentation (Video Response) Discussion: Grand Rounds Q and A
16	Finals Week: Competency Wrap-Up • Focus: Final reflections on clinical readiness	Read: Healthcare Social Workers' Scope of Practice during COVID-19" (2024)	Foundations to Practice Reflection Discussion: The Discharged Student End-of-Course Evaluation

Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Date	Details	Due
Mon Aug 31, 2026	 Academic Honesty Verification Statement https://canvas.pointloma.edu/courses/89228/assignments/1367100	due by 11:59pm
Wed Sep 2, 2026	 WK1 Discussion: The Cabot and Cannon Legacy & Your	due by 

Date	Details	Due
	Clinical Why (https://canvas.pointloma.edu/courses/89228/assignments/1367117)	
Tue Sep 8, 2026	 WK1 Electronic Health Record (EHR) Charting Practice: The Medical Ecosystem (https://canvas.pointloma.edu/courses/89228/assignments/1367119)	due by 11:59pm
Wed Sep 9, 2026	 WK2 Discussion: Faith vs. Bioethics (https://canvas.pointloma.edu/courses/89228/assignments/1367116)	due by 11:59pm
Sun Sep 13, 2026	 WK2 EHR Charting Practice: Legal and Ethical Vignettes (https://canvas.pointloma.edu/courses/89228/assignments/1367127)	due by 11:59pm
Wed Sep 16, 2026	 WK3 Discussion: The 5150 & Psychiatric Triage (https://canvas.pointloma.edu/courses/89228/assignments/1367115)	due by 11:59pm
Sun Sep 20, 2026	 WK3 EHR Charting Practice: Integrated Mental Health Triage (The Case of Lola) (https://canvas.pointloma.edu/courses/89228/assignments/1367128)	due by 11:59pm
Wed Sep 23, 2026	 WK4 Discussion: Pediatric Social Work Challenges (https://canvas.pointloma.edu/courses/89228/assignments/1367114)	due by 11:59pm
Sun Sep 27, 2026	 WK4 EHR Charting Practice: The Case of Denise (https://canvas.pointloma.edu/courses/89228/assignments/1367129)	due by 11:59pm
Wed Sep 30, 2026	 WK5 Discussion: Cultural Humility vs. Cultural Competence (https://canvas.pointloma.edu/courses/89228/assignments/1367113)	due by 11:59pm
Sun Oct 4, 2026	 WK5 EHR Charting Practice: Healthcare Disparities (https://canvas.pointloma.edu/courses/89228/assignments/1367130)	due by 11:59pm
Wed Oct 7, 2026	 WK6 Discussion: Anchoring in the Storm (https://canvas.pointloma.edu/courses/89228/assignments/1367112)	due by 11:59pm



Date	Details	Due
Sun Oct 11, 2026	 WK6 Clinical Vignette: Prayer, Trauma, and Self-Determination (https://canvas.pointloma.edu/courses/89228/assignments/1367132)	due by 11:59pm
Wed Oct 14, 2026	 WK7 Discussion: Cultural Responsiveness vs Competence (https://canvas.pointloma.edu/courses/89228/assignments/1367111)	due by 11:59pm
Sun Oct 18, 2026	 WK7 EHR Charting Practice: Keywords and Acronyms (https://canvas.pointloma.edu/courses/89228/assignments/1367133)	due by 11:59pm
Wed Oct 21, 2026	 WK8 Discussion: Restoring Patient Autonomy (https://canvas.pointloma.edu/courses/89228/assignments/1367110)	due by 11:59pm
Sun Oct 25, 2026	 Mid-Course Survey (https://canvas.pointloma.edu/courses/89228/assignments/1367101)	due by 11:59pm
	 WK8 EHR Charting Practice: Trauma Informed Care Application (https://canvas.pointloma.edu/courses/89228/assignments/1367135)	due by 11:59pm
Wed Oct 28, 2026	 WK9 Discussion: The "Too Stable, Too Ill" Paradox (https://canvas.pointloma.edu/courses/89228/assignments/1367109)	due by 11:59pm
Sun Nov 1, 2026	 WK9 EHR Charting Practice: Homeless Discharge Protocol Analysis Instructions (https://canvas.pointloma.edu/courses/89228/assignments/1367136)	due by 11:59pm
	 WK9 Grand Rounds Final Clinical Presentation Outline (https://canvas.pointloma.edu/courses/89228/assignments/1367137)	due by 11:59pm
Wed Nov 4, 2026	 WK10 Clinical Vignette: The CPS Mandate and the Mother (https://canvas.pointloma.edu/courses/89228/assignments/1367108)	due by 11:59pm
Sun Nov 8, 2026	 WK10 EHR Charting Practice - Masking the Pain (https://canvas.pointloma.edu/courses/89228/assignments/1367120)	due by 11:59pm



Date	Details	Due
Wed Nov 11, 2026	 WK11 Discussion: Military Culture as Cultural Responsiveness https://canvas.pointloma.edu/courses/89228/assignments/1367107	due by 11:59pm
Sun Nov 15, 2026	 WK11 Clinical Vignette: Bridging the Civilian-VA Gap https://canvas.pointloma.edu/courses/89228/assignments/1367121	due by 11:59pm
Wed Nov 18, 2026	 WK12 Discussion: A Tale of Two Trajectories https://canvas.pointloma.edu/courses/89228/assignments/1367106	due by 11:59pm
Sun Nov 22, 2026	 WK12 Psychosocial Impact of Medical Illness Video Presentation (Video Response) https://canvas.pointloma.edu/courses/89228/assignments/1367122	due by 11:59pm
Sun Nov 29, 2026	 WK13 Discussion: IDT Advocacy Peer Feedback https://canvas.pointloma.edu/courses/89228/assignments/1367105	due by 11:59pm
	 WK13 IDT Morning Rounds Role Play (Video Response) https://canvas.pointloma.edu/courses/89228/assignments/1367123	due by 11:59pm
Wed Dec 2, 2026	 WK14 Discussion: Collaboration and Community Check-In https://canvas.pointloma.edu/courses/89228/assignments/1367104	due by 11:59pm
Sun Dec 6, 2026	 WK14 Provider Resilience and The Cocoa Cup Therapy Framework Instructions https://canvas.pointloma.edu/courses/89228/assignments/1367124	due by 11:59pm
Sun Dec 13, 2026	 WK15 Discussion: Grand Rounds Q and A https://canvas.pointloma.edu/courses/89228/assignments/1367103	due by 11:59pm
	 WK15 Grand Rounds: Final Case Presentation (Video Response) https://canvas.pointloma.edu/courses/89228/assignments/1367125	due by 11:59pm



Date	Details	Due
Wed Dec 16, 2026	 WK16 Discussion: The Discharged Student (https://canvas.pointloma.edu/courses/89228/assignments/1367102)	due by 11:59pm
Sun Dec 20, 2026	 End-of-Course Evaluation (https://canvas.pointloma.edu/courses/89228/assignments/1367118)	due by 11:59pm
	 WK16 Foundations to Practice Reflection (https://canvas.pointloma.edu/courses/89228/assignments/1367126)	due by 11:59pm
	 WK5 Submit your Developmental Stage Selection (https://canvas.pointloma.edu/courses/89228/assignments/1367131)	
	 WK7 Submit Topic Selection for IDT Role Play Video (https://canvas.pointloma.edu/courses/89228/assignments/1367134)	

