



Advanced Clinical Social Work Practice in Integrated Healthcare

SW 630 Winter , 2015, Section 001, Wednesdays 9a-12p, SSWB 4700

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Please indicate "SW 630" in the subject line for email communications and allow 48 hours for response. If you need additional help or would like to further practice the clinical skills we will be addressing throughout the semester I am happy to meet with you outside of class. Please feel free to email me to set up a time.

1. Course Description:

In the current healthcare system, it is all too common for consumers to face problems accessing care in artificially separate physical, mental, and behavioral health care systems, and to experience difficulty obtaining care that is collaborative, culturally appropriate, and responsive to their complex health care needs. A preponderance of scientific evidence demonstrates that separated, unresponsive, and fragmented health care is ineffective, costly, and unsustainable. For example, patients with severe mental illness have been shown to die an average of 25 years sooner than matched patients without severe mental illness, due to poor management of chronic disease and lack of routine primary care. Conversely, mounting evidence shows that costs are reduced, quality is improved, and fragmentation of care is minimized when behavioral health providers work as integrated members of health care teams. The rapid adoption of 'health care home' team-based models by primary care and specialty care (e.g., oncology) systems is an indication that collaborative, team-based, integrated physical and behavioral care is rapidly emerging. Social Workers are ideally suited to meet this workforce need for skilled integrated health care professionals. Social Workers are trained to work collaboratively with cross- disciplinary teams of providers, are prepared to work flexibly in a variety of roles and functions, and possess the necessary skills to engage with highly diverse populations. As healthcare becomes more collaborative, social workers are in a strategic position to redefine their place in healthcare and address emerging workforce needs as integrated behavioral health care leaders and providers.

The course will introduce students to the essential practice skills needed to effectively address the challenges of integrating services, care, and support for persons with health, mental health, and substance use problems. Students will become fluent in the language and culture of health/medical care and will develop a working knowledge of a wide variety of chronic health conditions. Students will examine the challenges of multidisciplinary team practice and current best practices for effective interventions. Throughout the course, students will critique behavior change theories, practice models, and evidence-based interventions for their utility in an integrated health care system.

2. Course Content:

Building on the student's foundational knowledge of general practice skills (engagement, screening, comprehensive assessment, treatment planning, documentation, and evaluation) this course will emphasize practice skills and implementation of approaches designed to enhance effective communication, consumer engagement, motivation, and empowerment with clients and as a member of a collaborative health care team. Through the use of case vignettes, role plays and small group activities, students will gain experience and skills necessary to be effective in a variety of roles in

primary care behavioral health (care managers, health coaches, patient advocates, counselors, team leaders). Finally, students will increase their knowledge of complementary and alternative therapies and the importance of self-care as healthcare professionals.

3. Course Objectives:

The objective of this course is to introduce social work students to the direct practice of integrated behavioral health. Students will become knowledgeable of the roles of psychosocial and behavioral health providers working in a variety of care settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention, planning and implementation, and practice evaluation. Because the populations served in varied health care settings span the spectrum of severity in physical, mental, and behavioral health dimensions, students will develop competencies in engaging and supporting patients across a range of health conditions.

4. Course Design:

This course will be taught in a seminar format, which means that student participation and engagement of material is required. ***As in life, it is never enough to just “show up.”*** Class participation is critical to student learning and to the success of this course. As a whole class we will contribute to that successful experience; however, each student is ultimately responsible for her/his own depth, challenge, and enjoyment of learning.

Please note: Professional and appropriate use of laptops, smart phones, and other electronic devices as ***in-class resources*** is encouraged. Research conducted at the University of Michigan indicates that use of laptops in class improves student engagement, attentiveness, and learning. However, please also note that 35% of students report being distracted while using their own laptops in class, and approximately 46% of students report being distracted by other students using their laptops for non-class purposes (http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no30.pdf).

There will be a 15-minute break during the middle of each class.

Accommodations for Students with Disabilities

If you think you need an accommodation for a disability, please let the professor know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is taught may be modified to facilitate your participation and progress. As soon as you make the professor aware of your needs, he/she can work with you and the Office of Services for Students with Disabilities (SSD) to determine appropriate academic accommodations. SSD (734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

5. Relationship of the Course to Curricular Themes:

Multiculturalism & Diversity:	is addressed throughout the course and is highlighted in content and discussions of various health practices, policies and services.
Social Justice:	Change is a central theme in the course, especially in discussions of health disparities and access to care issues that are discussed across the continuum of health care services from promotion/prevention to rehabilitation/continuing care.
Health Promotion, Prevention, Treatment & Rehabilitation:	is examined through content and exercises that focus on the methods and models of intervention for health promotion, disease prevention, treatment and rehabilitation in major catastrophic or chronic diseases and promotion of optimal adaptation to chronic illness.

Behavioral and Social Science Research:	is presented throughout the course and includes findings from evaluation, prevention and intervention research in social work, medicine, nursing, public health, and health services research as well as health psychology, medical sociology, medical anthropology, health economics, and political science.
SW Ethics and Values:	This course will emphasize working on behalf of the most disadvantaged persons and groups at greatest risk of various negative health outcomes. Special emphasis will be placed on advocacy and environmental modifications. Issues related to specific health practices, managed care, client self-determination, confidentiality, dignity, HIPPA, and associated legal, ethical, and value concerns will also be addressed.
Intensive Focus on PODS:	This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply inter-sectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

6. Course Requirements and Grading

Class requirements include class attendance and participation, and the assignments listed below. Instructions for all assignments will be posted on the course CTools website.

Attendance

Class attendance and participation in clinical practice role plays (5% of course grade) are critical to students' learning and to the success of this course. Accordingly, students are expected to attend, be prepared, and make constructive contributions to the course. Students' contributions will be assessed by their quality and relevance to course content and themes.

Taking into account individual variations, the following will be considered in determining a grade for participation:

- Comments and questions in class reflect having read the materials assigned. I recommend that you speak up occasionally (e.g., in class, via your assignments, emails, notes, office hours, or whatever method in which you are most comfortable).
- Preparedness for answering questions by the instructor, and contributions to in-class exercises.
- Attendance at all classes is required. When possible, please let me know in advance if you must miss a class or part of a class. **Students with 2 absences will receive a one level reduction of their final grade (e.g., A becomes A-). Each additional absence will reduce your final grade an additional level.**

In consideration of your classmates, please arrive on time. Three times tardy to class will result in a student being charged with an absence. Also, please remember to turn off your cell phone. Please do not text-message, read your e-mail, check social networks, etc. during class.

These requirements exist because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the

profession. Members of the faculty of the School of Social Work are convinced that this cannot be accomplished through independent study alone. Thus, attendance at classes is required unless unavoidable and special reasons exist for absence or tardiness. Any such absences or tardiness should be discussed directly with me in advance of absence.

Religious Observances

Please notify the instructors if religious observances conflict with class or due dates for assignments so that we can make appropriate arrangements.

Assignments

1. Attendance and book discussion co lead and weekly participation: 5 points
2. Essay responses to The Immortal Life of Henrietta Lacks: 5 points
3. Medical terminology quiz: 5 points
4. Chronic illness assignment: 35 points
5. Domestic violence screening and assessment role play and reflections: 15 points
6. Motivational interviewing video role play(s) and reflections: 15 points
7. Seelio portfolio development assignments and presentation – 10% of total grade
8. Final Quiz - Brief essay and short answer format covering all aspects of the course including lectures and reading assignments from Weeks 7-14: 10%

See the course CTools site – “Assignments” tab – for assignment requirements and guidelines.

Grading

Each assignment is graded on a 10-point scale. Both content and form will be considered in assigning grades. Though content is more heavily weighted in grade assignments, form and presentation are also important. Failure to follow APA guidelines for referencing and for headings will result in grade reduction. The grading scale is as follows:

- 10** Demonstrates mastery of subject content, critical analysis, creativity, and form.
- 9** Demonstrates mastery of subject content beyond expected competency. Evidence of critical analysis, originality, or form in the completion of the assignment is less evident.
- 8** Demonstrates mastery of subject content at level of expected competency – meets course expectations.
- 7** Demonstrates familiarity with subject content, student learning, and potential for mastery of subject content. Significant improvement needed to meet course requirements and standards for professionalism.
- 6** Demonstrates minimal understanding of subject content but not adequate to meet course requirements or standards for professionalism.

A+ = 99 – 100 points	B+ = 88 – 90	C+ = 78 – 80	D = 65 – 70
A = 95 - 98	B = 85 - 87	C = 75 – 77	E= less than 65
A– = 91 - 94	B– = 81 - 84	C– = 71 – 74	

Academic Conduct and Integrity:

Please see the Student Code of Academic and Professional Conduct in the *Student Guide to the Master's in Social Work Degree Program* (<http://www.ssw.umich.edu/studentGuide/2008/>) for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

Policies governing plagiarism can be found in the 2012-2013 Student Guide, Vol. 1, Sec. 12.02. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion. Plagiarism is defined as *representing someone else's ideas, words, statements, or works as one's own without proper acknowledgement or citation. Plagiarism includes self-plagiarism, which is reusing one's own work without acknowledging that the text appears elsewhere (e.g., in a paper for another current or previous class).*

9. Course Materials

1. Gehlert S. & Browne, T. (2012). Handbook of Health Social Work (Second Edition). Hoboken: John Wiley and Sons.
2. Curtis, R. & Christian, E. (2012). Integrated care: Applying theory to practice. New York: Taylor & Francis.
3. Skloot, Rebecca (2010) The Immortal Life of Henrietta Lacks Crown Publishing Group.



The Immortal Life of Henrietta Lacks tells a riveting story of the collision between ethics, race, and access to health care; of scientific discovery and faith healing. It's a story inextricably connected to the dark history of experimentation on African Americans, the birth of bioethics, and the legal battles over whether we control our genes. The text will serve for weekly discussions related to PODS.

Course Reading Assignments: Additional articles/podcast are available on the CTools website organized by class topic. Readings for each week are located in "resource tab" labeled by class topic. The CTools website contains a number of additional resources for the course. This includes websites to government agencies and organizations, links to professional organizations that are focused on population health and related issues, and other materials/resources of interest.

Course OUTLINE: Week-by-Week Topics and Readings

	TOPIC	Readings and Preparation
Week 1 1/7/15	Introductions Review Syllabus/Assignments Lecture: Developing cultural competence in primary care services for women	Review course CTools site, resources, readings, assignment tab etc
Week 2 1/14/15	Screening and interventions for domestic violence <i>Clinical social workers Alethia Battles and Latresa Wiley invited 10:30 – 11:45 to discuss Hospital DV protocols, resources and services</i>	Curtis, R., & Christian, E. (Eds.). (2012). <i>Integrated Care: Applying Theory to Practice</i> . New York: Routledge. Chapter 12; Screening, Assessment, and Intervention for Intimate Partner Violence in Integrated Care Review all CTools materials and be prepared for clinical practice role plays on IPV screening and safety planning
Week 3 1/21/15	Screening and interventions for child abuse <i>Clinical social worker _____ invited 10:15 – 11:45 to discuss Hospital child abuse screening protocols, CPS referral, social work services and a case example</i>	Review all CTools materials on child abuse screening and intervention Self-assessment of IPV role play due on CTools <u>The Immortal Life of Henrietta Lacks</u> Ch 1-6 Co-lead by Keith and Emma
Week 4 1/28/15	Motivational interviewing: managing chronic illness medical regimens.	Curtis, R. & Christian, E. (2012). <i>Integrated care: Applying theory to practice</i> . New York: Taylor & Francis. Chapter 3: A screening and assessment primer Chapter 4; Brief treatment: A Model for Clinical Guidelines in Integrated care Chronic illness assignment distributed and explained <u>The Immortal Life of Henrietta Lacks</u> Ch 7- 11 co-lead by Kristin and Jenny
Week 5 2/4/15	Motivational interviewing: managing chronic illness medical regimens.	Review all CTools materials and be prepared for clinical practice role plays on Motivational Interviewing Chronic illness assignment due <u>The Immortal Life of Henrietta Lacks</u> Ch12 – 16 co-lead by Samantha and Cherise

<p>Week 6 2/11/15</p>	<p>Pediatric Integrated Care</p> <p>Clinical Social Worker Erin Khang invited 10:15 – 11:45</p>	<p>Curtis, R. & Christian, E. (2012). <i>Integrated care: Applying theory to practice</i>. New York: Taylor & Francis Chapter 10 Pediatric Integrated Care</p> <p>Gehlert and T. Browne (eds), Handbook of Health Social Work (2nd edition), Hoboken, NJ: John Wiley & Sons, Inc. Chapter 15 Social Work Practice with Children & Adolescents with Medical Conditions</p> <p>Pilowsky, D. and Wu, L. (2013). Screening instruments for substance use and brief interventions targeting adolescents in primary care: A literature review. <i>Addictive Behaviors</i>, 38, 2146-2153.</p> <p><u>The Immortal Life of Henrietta Lacks</u> Ch 17 – 22 co – lead by Savannah and Renee</p>
<p>Week 7 2/18/15</p>	<p>Older Adult Integrated Care</p> <p>Clinical Social Worker from Turner Geriatrics invited to discuss screening for depression in older adults and related services 10:15 – 11:45</p>	<p>Curtis, R. & Christian, E. (2012). <i>Integrated care: Applying theory to practice</i>. New York: Taylor & Francis Chapter 11: Suicide screening, Assessment, and Intervention with Adult Patients I Integrated care</p> <p>Gehlert and T. Browne (eds), Handbook of Health Social Work (2nd edition), Hoboken, NJ: John Wiley & Sons, Inc. Chapter 16 Social Work with Older Adults in Health - Care Settings</p> <p><u>The Immortal Life of Henrietta Lacks</u> Ch23 – 26 co-lead by An, Emily and Nicole</p>
<p>Week 8 2/25/15</p>	<p>Eating Disorders: Assessment and Community Based Treatment</p> <p>CAPS program coordinators invited at 11:00 to discuss campus services</p>	<p>This is National Eating Disorders week. Review CTools as well as http://nedawareness.org/</p> <p>Before class please complete NEDA's online confidential screening tool www.MyBodyScreening.org</p> <p>Review NEDA helpline & click to chat services www.nedawareness.org/get-help/helpline</p> <p><u>The Immortal Life of Henrietta Lacks</u> Ch 27 – 29 co-lead by Keith and Emma</p>
<p>Week 9 3/11/15</p>	<p>Genetic Testing</p> <p>Oncology clinical social worker invited 10:15 – 11:45</p>	<p>Gehlert and T. Browne (eds), Handbook of Health Social Work (2nd edition), Hoboken, NJ: John Wiley & Sons, Inc. Chapter 19 Oncology Social Work Chapter 21 Social Work and Genetics</p>
<p>Week 10 3/18/15</p>	<p>Assessment and Treatment for PTSD</p> <p>Invited Jodi Bachrach, MSW, MPH 10:15 –</p>	<p>Curtis, R. & Christian, E. (2012). <i>Integrated care: Applying theory to practice</i>. New York: Taylor & Francis Chapter 13 Integrated Care for Returning Members of the Military and Their Families</p> <p>CTools resources. Be prepared to participate in PTSD assessment role play.</p>

	11:45 	<u>The Immortal Life of Henrietta Lacks</u> Ch 30 -31 co-lead by Kristin and Jenny Please review UM Home Front Military Family Initiatives website beforehand www.-span.org 
Week 11 3/25/15	Substance Abuse: Screening and Interventions	Curtis, R. & Christian, E. (2012). <i>Integrated care: Applying theory to practice</i> . New York: Taylor & Francis Chapter 9: Treating Patients with Substance Abuse Issues in Integrated Care Gehlert and T. Browne (eds), Handbook of Health Social Work (2 nd edition), Hoboken, NJ: John Wiley & Sons, Inc. Chapter 17 Substance Use Problems in Health Social Work Practice Medical terminology quiz <u>The Immortal Life of Henrietta Lacks</u> Ch 32-34 co-lead by Samantha and Cherise
Week 12 4/1/15	Hospice Care Arbor Hospice social worker invited 10:45	Gehlert and T. Browne (eds), Handbook of Health Social Work (2 nd edition), Hoboken, NJ: John Wiley & Sons, Inc. Chapter 3 Ethics and Social Work in Health Care Chapter 22 Pain Management and Palliative Care Chapter 23 End of Life Care <u>The Immortal Life of Henrietta Lacks</u> Ch 35 – 36 co-lead by Savannah and Renee
Week 13 4/8/15	Ethical Dilemma's in Medical Social Work Clinical Social Workers on ped and adult ethics committee invited to share ethical case/guideline's for decision making and role of social work on ethics committees 9:30 – 11:45	Gehlert and T. Browne (eds), Handbook of Health Social Work (2 nd edition), Hoboken, NJ: John Wiley & Sons, Inc. Chapter 3 Ethics and Social Work in Health Care Curtis, R. & Christian, E. (2012). <i>Integrated care: Applying theory to practice</i> . New York: Taylor & Francis Chapter 6 Ethics in Integrated Care <u>The Immortal Life of Henrietta Lacks</u> Ch 37 – 38 co-lead by An, Emily and Nicole http://www.scu.edu/ethics/practicing/focusareas/medical/cost-of-dying.html San Jose Mercury News reporter Lisa Krieger described her personal experience dealing with her father's death and the ethical issues that raised in a talk May 14, 2013, sponsored by the Ethics Center and the Commonwealth Club, Silicon Valley.
Week 14 4/15/15	Seelio Presentations	Final Quiz Due

