Advanced Clinical Social Work Practice In Integrated Healthcare

SW 630 Winter, 2016  Wednesdays  9:00 a.m. to 12:00 p.m.
Course Location:  SSWB 1794

Debra Mattison, MSW, LMSW
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Email: debmatt@umich.edu

Office Hours:  I am available in the classroom prior to and after class to discuss questions and concerns. I am happy and available to make individual appointments as needed.

Email: Please allow 24 hours for email response Monday-Friday. Email is not monitored on weekends. Please put SW630 in the subject line.

Students are responsible for reading the syllabus which serves as our guiding contract agreement for the term as well as reading the assignment instructions, class information posted on Canvas and tracking due dates.

WELCOME TO THIS CLASS
It is an exciting time to be a part of the movement to develop and implement effective integrated care models with improved linkages between mental health, behavioral health and primary care settings. Social Workers are ideally suited and 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. Social workers are in a strategic position to redefine their place in healthcare as integrated behavioral health care leaders and providers who can aptly address expanding workforce needs.

Barrett and Warren (2012) provide us with this observation advice: “The onus of making the integrated care model successful lies primarily with behavioral health providers (BHPs) and is achieved through their ability to adapt to the medical setting and prove their skills to be of high value to the care of the primary care patient. The extent to which BHPs can become a practice’s behavioral health expert will depend on how well they demonstrate usefulness to primary care providers (PCPs) and their patients, promote their skills in the practice, and show eagerness and effectuality during situations in which they are sought out for consultation by the PCP.”

May this class take us forward in developing the knowledge, skills and competencies to demonstrate our readiness, passion, responsiveness and effectiveness to meet these challenges and opportunities! I look forward to what we will experience and learn together in the context of this mutual commitment and engagement.

MUTUAL COMMITMENT AND ENGAGEMENT
My commitment is to provide organized, meaningful course material and opportunities for learning in a respectful, safe and encouraging learning environment. Students are invited and expected to be actively engaged in the learning process by coming to every class every week fully prepared, ready, willing and able to contribute to meaningful discussion and learning. Please feel free to contact and meet with me throughout the semester as needed with questions, concerns and suggestions.

Personal Accountability
Students are expected to take personal responsibility and be committed to their own learning experience by being active and responsible members of each class session. An optimal individual learning experience is one that is active, self-directed and requires engagement. It is not solely about what one is taught, but also about what one consciously chooses to learn. As class participants, we will seek to contribute to a meaningful and successful experience for the class as a whole; however, each student is ultimately responsible for her/his own depth, challenge, and experience of one’s individual learning. Many opportunities will be given this term for individual choice in readings and assignments which seek to foster “chosen learning.”

Guiding Principles for Classroom Interactions and Relationships
We seek mutual growth, learning and benefit from sharing with each other in this class.
We respect even when we disagree or have conflict.
We do not assume or pre-judge the intent or motivation of others.
We seek to replace assumptions with curious questions and invitations to share and listen.
We seek to diminish fear, shame and blame that immobilize the learning process.
We view mistakes and not yet “knowing” as a part of life-long learning and as preferable to stagnation and ignorance.
We find ways to be curious and humane in our interactions.

Feedback
Please provide feedback on your learning needs, how the class is going for you and what we can do to improve throughout the class. We will do a mid-term and final evaluation, however the opportunity to respond to feedback is much more beneficial for the both the instructor and class members if it is ongoing and not just provided at the end of the term.

Course Description:
Mounting evidence demonstrates that separated, unresponsive, and fragmented healthcare is ineffective, costly, and unsustainable. As the rapid implementation of the “healthcare home” and other integrated care model expand in both primary care, specialty care and mental health care, there is increased need for social workers who are trained and competent in the integrative health model and who can provide collaborative, team-based, behavioral healthcare that is integrated with physical care.

This course will build upon the foundational concepts learned in SW619 to further develop Social Work clinical practice skills in Integrated Healthcare. We will focus on the opportunity in the current healthcare system to work to improve access to care that integrates physical and behavioral healthcare and be key providers in care that is collaborative, culturally competent, and responsive to individual’s complex healthcare needs.
This course will continue to build upon the essential practice skills needed to effectively address the challenges of integrating services, care, and support for individuals with physical health, behavioral health and/or substance abuse problems introduced in SW619. Students will increase skills in being fluent in the language and culture of health/medical care and will expand their working knowledge of a wide variety of chronic health conditions. Students will examine multi-disciplinary, interdisciplinary, inter-professional and transdisciplinary 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.

**COURSE OBJECTIVES:**
The course will expand social work students’ knowledge of direct clinical practice of integrated behavioral health in primary care. Students will become more knowledgeable of the roles of behavioral health providers working in integrated health settings, theories and models of care, and cross-cultural issues. Because the populations served in primary care settings span the spectrum of severity in both the physical and behavioral health dimensions, students will increase competencies in engaging and supporting patients across a range of health conditions. Consideration will be given to the ways in which diversity factors such as age, race, ethnicity, disadvantage, gender, sexual orientation, sexual identity, class, immigration status, ability, family status, geographic location, ethnicity and culture interact with and impact healthcare.

Students will develop skills and knowledge in each of the Core Competencies for Integrated Health as identified by SAMHSA. (http:www.integration.samhsa.gov/workforce/Integration_Competencies_Final.pdf)

1. **Interpersonal Communication**: The ability to establish rapport quickly and to communicate effectively with consumers of healthcare, their family members and other providers.
2. **Collaboration and Teamwork**: The ability to function effectively as a member of an interprofessional team that includes behavioral health and primary care providers, consumers and family members.
3. **Screening and Assessment**: The ability to conduct brief, evidence-based and developmentally appropriate screening and to conduct or arrange for more detailed assessments when indicated.
4. **Care Planning and Care Coordination**: The ability to create and implement integrated care plans, ensuring access to an array of linked services and the exchange of information among consumers, family members and providers.
5. **Intervention**: The ability to provide a range of brief, focused prevention, treatment and recovery services, as well as longer-term treatment and support for consumers with persistent illnesses.
6. **Cultural Competence and Adaptation**: The ability to provide services that are relevant to the culture of the consumer and family.
7. **System Oriented Practice**: The ability to function effectively within the organizational and financial structures of the local system of healthcare.
8. **Practice-Based Learning and Quality Improvement**: The ability to assess and continually improve the services delivered as an individual provider and as an interprofessional team.
9. **Infomatics**: The ability to use information technology to support and improve integrated healthcare.
COURSE DESIGN
This course will consist of a variety of collaborative learning methods including interactive lectures with active student participation, guest speakers, readings, in-class application exercises, role plays, practice clinical scenarios, videos and written assignments. Understanding core class concepts and the ability to apply these concepts will be emphasized.

**Relationship of the Course to Four Curricular Themes:**
*Multiculturalism and Diversity* will be addressed throughout this course and will be highlighted in content related to differences in health outcomes, beliefs, behaviors, and the role of protective factors and social support in health status and disease outcomes. The key diversity dimensions will be examined as they relate to health beliefs and health behavior.

*Social Justice and Social Change* will be addressed in content examining differences in mortality and morbidity in population subgroups, and access and barriers to care. This course emphasizes the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge.

*Promotion, Prevention, Treatment, and Rehabilitation* will be addressed through content on concepts and definitions of health and disease, theories and models of health behavior, and stress, coping, and adaptation as they relate to health and disease across the life span.

*Behavioral and Social Science Research* will be presented throughout the course and will include findings from epidemiology, demography, medical sociology, health psychology, medical anthropology, social work, public health, medicine, nursing, and health services research.

**Relationship of the Course to Social Work Ethics and Values**
Social work ethics and values will be addressed in the context of the NASW Code of Ethics. This course will increase awareness of the intersectionality of medical ethics, social work ethics and bioethics. Students will evaluate ethical issues involved in medical-ethical issues and dilemmas and decision making in health social work and discuss the impact of the social worker’s values and reactions to these issues.

**APPLICATION OF NASW CODE OF ETHICS AND PROFESSIONAL USE OF SELF**
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.

The NASW Code of Ethics outlines a set of core values that form the basis of the Social Work profession’s purpose and perspective. The Code encourages behaviors which promote professionalism and respect for clients, colleagues and employers.

- It is expected that all students conduct themselves in a manner consistent with the Code of Ethics and demonstrate professional use-of-self behaviors in class including respect, courtesy and ACTIVE listening with fellow students, the instructor and guest presenters.

  “Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues. Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.”

  *NASW Code of Ethics (2008)*
• As professionals, you are expected to maintain confidentiality and respect differences.
• You are expected to take personal responsibility and be committed to your own learning experience by being an active and responsible and response-able member of each class.

For further elaboration of the values and ethical standards inherent in social work, students are encouraged to access the Code of Ethics at: http://www.socialworkers.org/pubs/code/code.asp and the Student Guide (Chapter 13).

**Focus on Privilege, Oppression, Diversity and Social Justice (PODS)**
This course integrates PODS content and skills with a continued emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge explored in SW619.
Students are invited and expected to actively contribute from their experiences, field placement practice and knowledge of readings, etc. to help support and develop a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self- knowledge and self-awareness to facilitate PODS learning.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**
Students needing accommodation for a disability should notify the instructor during the first week of class and provide the appropriate accommodation recommendation documents to ensure needs are met in a timely and effective way. Resources are available (i.e. adaptive technology computing site, Services for Students with Disabilities; http://ssd.umich.edu). Students with disabilities may also contact Services for Students with Disabilities at 734-763-3000 for assistance with coordination of appropriate academic accommodations. To the extent permitted by law, this information will be treated as private and confidential.

**STUDENT MENTAL HEALTH AND WELLBEING**
The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed and/or in need of support, there are services available. For assistance, contact Counseling and Psychological Services (CAPS) at 734-764-8312 or https://caps.umich.edu; University Health Services at 734-764-8320 or https://www.uhs.ums.edu/mentalhealthsvcs. For alcohol and drug concerns and/or assistance regarding sexual assault contact https://www.uhs.umich.edu/aodresources#sexualassault. For a listing of other mental health resources available on and off campus, see: http://www.umich.edu/~mhealth/students.htm or http://www.umeopd.org/

**RELIGIOUS OBSERVATIONS AND MILITARY SERVICE**
Students who will be absent during the semester due to religious observance and/or military services should notify me during the first week of class to facilitate appropriate accommodations and arrangements to obtain class materials and coordinate make-up class activities and assignments.

**ACADEMIC CONDUCT, HONESTY & INTEGRITY**
Social Work students are held to the highest standards of academic and professional conduct. Cheating is the act of obtaining or attempting to obtain credit for academic work through use of any dishonest, deceptive or fraudulent means. Any form of cheating will result in a failing grade for the relevant assignment and is grounds for expulsion.
Plagiarism is unacceptable and inconsistent with the NASW Code of Ethics and the Code of Academic and Professional Conduct and 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).

You are responsible for reviewing and understanding the Student Code of Academic and Professional Conduct in the Student Guide to the Master's in Social Work Degree Program 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.

DISTRIBUTION OF PAPERS TO STUDENTS
The federal informational privacy act prohibits anyone other than the student access to that student’s papers. This means that papers cannot be left where anyone else can have open access. Papers should be returned by the instructor directly to or mailed to the student. During the semester, papers will be returned directly to students. Papers submitted at the end of the term may be returned by mail to the student, if the student supplies a self-addressed, self-stamped envelope to the instructor no later than the last day of class for return by U.S. Mail.

COURSE REQUIREMENTS
ATTENDANCE
As a graduate student, class attendance, completion of assigned readings for each class, participation and engagement are highly valued as these behaviors contribute to the quality of learning for the individual and the class as a whole. Classroom interactions cannot be replicated nor the benefit received exclusively from reading class materials. Therefore, attendance, participation and engagement are expectations and requirements (See Student Guide). Class grades will be negatively impacted by absences and/or lack of participation and engagement.

- School of Social Work Class Attendance Policy 5.03: It is expected that students attend classes and instructors are encouraged to monitor attendance.
- Each absence from class will result in a two point deduction per missed class.
- Promptness in attendance is also valued as it conveys professionalism, respect and courtesy and creates a safe environment for sharing among one another and our guest speakers. We will begin and resume class promptly after designated break(s). A partial absence is defined as any one of the following: (1) late arrival after class start time, (2) late return from break after class has resumed or (3) early departure before class ends. Each partial absence will result in a one point deduction.
- 2 or more absences for any reason will require additional assignment completion beyond existing assignments to ensure mastery of class content missed. Students are responsible for initiating a timely proposal for make-up work.
- 4 or more absences for any reason will result in non-credit, non-passing grade for the class.
PREPARATION, PARTICIPATION AND ENGAGEMENT
Beyond physical presence through attendance, class participation is vital to the learning experience of this course and focuses on being emotionally and intellectually present and engaged in class each week. Active engagement and sharing of your diverse ideas, perspectives and experiences are highly valued and expected. Active and meaningful engagement requires advanced preparation which includes completion of assigned readings, critical thinking about application and integration into your field work and identifying thoughts and questions you wish to bring to class for discussion.

Students should be prepared each week to both be called on and to initiate knowledgeable sharing of their understanding, ideas, reactions and applications from readings in weekly class discussions and integration across progressive weeks. The quality and preparedness of responses illustrating completion of the readings will be used as a part of the assignment of grading for class participation and will differentiate grades of exceptional mastery (A) from grades of mastery (B).

PROFESSION USE OF COMPUTERS, PHONES AND OTHER ELECTRONIC DEVICES
The focus of class time is understanding and discussion of the content presented, asking questions, sharing integrative ideas, giving examples, writing notes, practicing active listening, actively engaging in class discussion and activities or otherwise deepening your knowledge of the material in some way. Use of electronic devices to support these class related activities is encouraged. Checking email, texting, searching the net for non-class related activities, reading non-class materials, etc. equate to talking/interrupting while someone else is talking and are not acceptable during class. Use of non-class related computer/phone/electronic devices/reading materials will be considered as the equivalent of being absent from class and will impact attendance and class participation grades with associated automatic deductions.

ASSIGNMENT PHILOSOPHY AND GOALS
Assignments are designed to use a variety of evaluation methods including written papers, class room activities and discussions and in-class activities to allow opportunities to address strengths and preferences of diverse individual students. The goal of the course assignments is to promote integration and meaning of the material and competency in services provided to clients. You are empowered to self-direct your learning and assignments with some opportunities to choose areas of interest in some assignments.

Assignments are designed to be incremental in nature to encourage progressive integration of concepts and skills rather than a more limited number of larger assignments.

Paper copies of written assignments are to be submitted at the beginning of the class on the date due with all pages stapled together including relevant additional materials as assigned. If you are unable to submit written assignments, please make other arrangements to get a paper copy of your paper to class or to my SSW mailbox #49 by the assignment due date and time. Emailed assignments will not be accepted.

LATE COMPLETION OF ASSIGNMENTS
Meeting deadlines, planning ahead and timeliness in completing tasks are all important parts of professional behavior and competencies. Fairness goals guide consistent application of expectations for all students. Therefore, late assignments will not be accepted without deduction unless the circumstances are both rare and compelling (i.e. hospitalization, death in the
family). Commonly occurring life experiences (i.e. multiple demands/busy schedule, traveling, computer problems) are NOT considered grounds for exceptions for late assignments.

ASSIGNMENT DESCRIPTIONS AND RUBRICS
Written assignment descriptions and grading rubrics have been provided to clearly explain assignment expectations and point values. Please review these prior to completing and submitting your assignments to help you meet assignment criteria. You are encouraged to initiate asking questions regarding assignments and grading prior to submission.

WRITING SKILLS
Written skills are essential to effective social work practice. As professionals we will be continually assessed and evaluated on our ability to express ideas clearly and professionally on behalf of our clients, our organizations, our profession and ourselves. Graduate level writing skills will be expected in this course including appropriate grammar, in-text citations, references, organization of thought, clarity of expression and creativity in your writing. The SSW Career Center offers writing assistance services and study tips for MSW students including proofreading, spelling edits and addressing basic argument flow issues. To make an appointment, contact ssw-cso@umich.edu. Writing skills assistance is also available through the University of Michigan’s Sweetland Writing Center, 1139 Angell Hall, (734) 764-0429 or http://www.lsa.umich.edu/sweetland/

All papers must be typewritten and double-spaced using a 12-point font and one inch margins. APA format is the definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing. Use APA style for your papers, including proper headings and citations. See the Publication Manual of the American Psychological Association (6th edition) or the following websites for assistance:

https://sites.google.com/a/umich.edu/ssw-writing-help/apa-style
http://www.apastyle.org/
http://owl.english.purdue.edu/owl/resource/560/01/
Referencing internet sources: http://www.apastyle.org/elecref.html

Key components of APA format to be used in written papers include:
- Title page with running head
- Double spaced 12 font with 1 inch margins
- Number appropriate pages in upper right corner
- Indent 5 spaces for first line of every paragraph
- Sources must be cited in the text of the paper
- Reference page with all sources at the conclusion of the paper
- All direct quotes must be referenced with source and page number

REQUIRED READING
Readings are considered a foundation of the course and you will be expected to know the content of the readings and to incorporate this knowledge into your assignments. It is expected that assigned readings posted for each week will be completed prior to each class to enhance discussion and interaction. Grades of A will require completion of all assigned readings. SCANNING the readings does not meet the definition of completion of the readings.
ADDITIONAL READINGS
The amount of required text reading has been designed to provide you with a basic foundation while giving you freedom to individualize supplemental readings. You are expected and encouraged to do literature searches and additional reading to meet some assignments and to pursue areas of interest. You must use scholarly literature to support your presentation of material. You need to use multiple sources and synthesize them. Do not heavily rely on direct quotations from your sources; instead summarize them in your own words. Additional relevant handouts will also be distributed in class for reading and additional reference materials specific to class topics may be discussed throughout the term.

Self-Selected Readings
The amount of required text reading has been designed to provide you with a basic foundation while giving you freedom to individualize supplemental readings. You are expected and encouraged to do literature searches and additional reading to meet some assignments and to pursue areas of interest.

Self-selected diversity peer reviewed articles in students’ areas of interest will be incorporated into class discussion and assignments.

Additional relevant handouts will also be distributed in class for reading. Additional reference materials specific to class topics will be discussed throughout the term.

SOME RELEVANT HEALTH RELATED JOURNALS
Social Work in Health Care  
Health and Social Work  
Social Work in Public Health  
Ethnicity and Health  
Social Science and Medicine  
Journal of Health and Social Behavior

REQUIRED COURSE TEXTS AND ARTICLES:


Additional required readings are available on the course Canvas site.

GRADING
Grades are the outcome of student efforts and demonstration of competency. They are “earned” not “given.” While this course has been designed to provide information and learning experiences, what you ultimately gain will largely depend on your use-of-self, your engagement in the class and your commitment to take responsibility for your individual learning.

Academic standards matter to our clients and the responsibilities with which we are entrusted in our work with and on behalf of them. Graduate school standards anticipate that for every credit hour spent in the classroom, students will spend 2-3 hours outside of the class room to complete readings and assignments at a level of mastery (i.e. 6-9 hours for a 3 credit course).

Final Grades will be based on individual personal performance and demonstration of course competencies and expectations including the quality of the work, demonstration of reading and ability to
apply concepts. The total accumulation of points earned reflect competencies demonstrated in the context of one’s normal life challenges regarding time, obligations, multiple demands and the choices each student makes.

Students who feel that after feedback, they would like to redo a written assignment due to a significant misunderstanding and/or barrier to completing their assignment in a manner which they feel accurately reflects their capability in illustrating competency and request consideration for a re-submission. The student should notify me promptly (within one day of the returned assignment) and may submit a revision within one week after the paper was returned. The original paper and the revised paper with changes clearly highlighted should be submitted.

Final letter grades are defined by the School of Social Work as follows:

**A grades** Earned for **exceptional individual performance and superior mastery** of the material. The use of A+ (99-100), A (95-98), and A- (91-94) should distinguish the degree of superiority.

**B grades** Earned for students who demonstrate **mastery of the material**. B+ (88-90) indicates performance just above the mastery level but not in an exceptional manner. B (85-87) indicates mastery and B- (81-84) indicate just below the mastery level.

**C grades** Mastery of the material is **limited**. C- is the lowest grade which carries credit. C+ (78-80), C (75-77) and C- (71-74).

**D grades** Indicate deficiency and carry no credit. (65-70)

**E grades** Indicate failure and carry no credit. (less than 65)

**I grades** Incomplete grades can be given in **rare situations** in which significant unforeseen, extraordinary and compelling reasons prevent completion of work AND there is a **definite plan and date for completion pre-approved by the instructor**.

- If more than one-third of the required course work is incomplete and/or 4 or more classes are missed, an incomplete grade will not be given & credit for the course is not possible.
- In fairness to all students, incomplete grades will not be given based on requests for time extensions to complete assignments without a compelling reason and sufficient justification provided beyond common life experiences of having limited time or multiple class deadlines.
- Students are responsible for initiating advanced contact with the instructor to request an incomplete grade and to establish a plan for completion prior to the last day of the course. If no contact has been initiated by the student with the instructor regarding incomplete work and/or no plan has been established to complete work by the last day of class, a grade will be given based on the completed work submitted thus far. This may potentially result in a grade which carries no credit and/or a failing grade.
WRITTEN ASSIGNMENTS and CLASS PARTICIPATION

1. **Class Participation, Class Attendance, Engagement & Professional Use Self**  20 points
   Class attendance, participation and professional use of self are core behaviors that are highly valued in this class and are a part of the learning experience which has relevant application to future professional practice. As social workers and other helping professionals, it is important to be able to speak out to advocate for clients and to address issues as a silent worker can have limited impact.

   Class participation involves sharing and discussing class concepts and their application to our work. Participation is not simply talking and sharing your opinions. **Each week come prepared to discuss**, understanding and application of what you have read, concepts from the class that apply to your field placement, what you notice in the world regarding health care topics related to class. The **quality of participation** is important and effectively comes from reading the assigned texts, analyzing theories and concepts and then noticing how to apply them to working with clients and organizations.

   **Class participation in activities, role plays and in-class discussions and activities will be key to class participation grade.** Expectations are further defined in a separate Profession Use-of-Self document and a Class Participation Self-Evaluation Rubric posted document.

2. **“Standardized Patient” Scenario**  15 points  Due: Jan. 20

3. **Skill Building Self-Selected Articles/Chapters, Written Summary and Class Discussion**  20 points  Due Dates: Jan. 27; February 17; March 16

4. **Assessment and Screening Toolkit**  15 points  Variable Due Dates

5. **Clinical Case Analysis: Bio-Psycho-Social-Spiritual Assessment and Intervention Plan**  30 total points  March 30

More detailed assignment descriptions, requirements, guidelines and grading rubrics are available on Canvas.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
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<tbody>
<tr>
<td>Jan. 6</td>
<td><strong>Course Overview and Learning Opportunities</strong>&lt;br&gt;#1 Social Work and Integrated Health Care&lt;br&gt;Core Social Work Skills</td>
<td><em>Required Reading:</em> Curtis and Christian: Chapter 2</td>
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DOI: 10.1177/1468017305051365 |
DOI: http://dx.doi.org/10.1300/J067v27n01_02  
DOI: http://dx.doi.org.proxy.lib.umich.edu/10.1080/02650533.2011.626653 |
Feb. 3

#5 PLEASE TURN THE NAME OF CLINICAL CASE ANALYSIS
BOOK YOU ARE READING
Chronic Illness Support, Intervention and Management
Assessment Tool Review: Jenn

Required Readings:
DOI: 10.1177/1468017313475381


Feb. 10

#6 Integrated Health Care with Older Adults
Geriatric Assessments
Assessment Tool Review: Carter

Required Readings:
Gehlert and Browne: Chapter 16

Feb. 17

#7 SKILL-BUILDING READING #2 PAPER DUE
Goal Setting
Brief Interventions in Integrated Health Care
Assessment Tool Review: Matt

Required Readings:
Curtis and Christian: Chapter 4

Feb. 24

#8 Pediatric Integrated Health Care
Assessment Tool Review: Jaz

Required Readings:
Curtis and Christian: Chapter 10

Mar. 2

NO CLASS: SPRING BREAK: ENJOY!
Mar.  9
#9  Narrative Therapy
Helping Clients Tell Their Stories
Assessment Tool Review:  Jonathan

Required Readings:

Mar.  16
#10  SKILL-BUILDING READING #3 PAPER DUE
End of Life Assessment and Intervention
Palliative Care and Hospice
Assessment Tool Review: Pilar

Readings:
Gehlert and Browne:  Chapter 22

Mar.  23
#11  Human Sexuality
Sexual Health Assessment
Assessment Tool Review:  Alyssa

Required Readings:
Gehlert and Browne:  Chapter 14


March  30
#12  Intimate Partner Violence
Assessment and Intervention
Assessment Tool Review:  Sophia

Required Readings:
Curtis and Christian:  Chapter 12
April 6 #13  CLINICAL CASE ANALYSIS DUE
Social Work Practice and Disability Issues

Required Readings:
Gehlert and Browne: Chapter 9


April 13 #14  Class Participation Self-Evaluation Rubric Due
Leadership, Professional Career Development, Resilience Training, S Supervision
Course Summary and Take-Aways
Assessment Tool Review: Madinah

Required Readings:
Curtis and Christian: Chapter 14, 18