



As an instructor, I encourage students to participate actively during class in order to create a safe and open learning environment for all students. My pedagogy is to learn by engaging in learning as a collective unit. This classroom will be utilized as a vehicle for student learners to transition into advanced level practitioners prepared to enter the workforce as competent professionals.

PROFESSOR: Daicia Price, LMSW (daiciars@umich.edu)
OFFICE HOURS: By Appointment
Location: B760

COURSE DESCRIPTION

The objective of this course is to introduce social work students to the direct practice of integrated behavioral health in primary care. Students will become knowledgeable of the roles of behavioral health providers working in primary 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 primary care settings span the spectrum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting patients across a range of health conditions.

COURSE OBJECTIVES

Students will develop skills and knowledge in the Core Competencies for Integrated Health as identified by SAMHSA.

Interpersonal Communication: ability to establish rapport quickly and to communicate effectively with consumers of healthcare, their family members and other providers.

Collaboration and Teamwork: ability to function effectively as a member of an interprofessional team that includes behavioral health and primary care providers, consumers and family members.

Screening and Assessment: ability to conduct brief, evidence-based and developmentally appropriate screening and to conduct or arrange for more detailed assessments when indicated.

Care Planning and Care Coordination: 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.

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.

Cultural Competence and Adaptation: The ability to provide services that are relevant to the culture of the consumer and family.

System Oriented Practice: The ability to function effectively within the organizational and financial structures of the local system of healthcare.

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.

Informatics: The ability to use information technology to support and improve integrated healthcare



INTENSIVE FOCUS ON PRIVILEGE, OPPRESSION, DIVERSITY, and SOCIAL JUSTICE
(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 facilitate PODS learning and support students' development toward: a vision of social justice; learning social justice processes; applying intersectional and intercultural frameworks; and overall strengthening of critical consciousness, self-knowledge, and self-awareness.



SOCIAL WORK ETHICS & VALUES

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues and with and regarding African American clients. The NASW Code of Ethics and other ethical codes are available to give students direction about these ethical issues. This course focuses on personal and social issues as they have implications for African American clients in particular. Examples are confidentiality, privacy, client rights and prerogatives, the client's best interest, proper and improper relationships with clients, and sensitivity to culture and to clients' own competence as sources of knowledge and experience in African and African American culture. 'Client' is defined from a micro and macro perspective.. Students are required to abide by the [NASW Code of Ethics](#) while enrolled in the program.

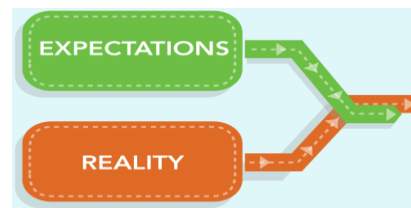
INSTRUCTOR EXPECTATIONS

Please review the syllabus and expectations in its entirety prior to committing to complete this course under my instruction. The syllabus is considered a working document and may be changed or altered at the discretion of the instructor.

CLASSROOM CONDUCT

As professionals in training, professional identity should be exhibited. Students should plan to attend each class prepared to participate. If students are unable to attend or participate in the scheduled session, an email to the instructor is required. If more than two absences occur without contacting the instructor, the student will not receive 50 % of the credit for points earned throughout the course of the semester.

Students are expected to respect others opinions and comments and be prepared to learn and educate in a respectful manner. Students that are unable to participate in respectful dialogue will be asked to exit the classroom and will not receive points for attendance or participation.



INSTRUCTOR CONTACT

Students needing to contact the instructor are asked to do so via email at daiciars@umich.edu. Students will need to communicate utilizing professional standards and include their name, course and if they are requesting a response. Communications requesting a response will be addressed within 72 business hours during the semester.

Communications that utilize informal language such as Hey, What's Up, etc, will not receive a response. Students that wish to meet with the instructor should email the instructor with the preferred date and time frame to meet.

ADDITIONAL INFORMATION

Instructor reserves the right to make adjustments and/or accommodations as necessary.

Confidentiality:

Any oral and written material or discussion pertaining to clients is to be strictly confidential. The identity of clients is to be concealed in whatever format they are taken or written about. Further, discussion about agency clients should never happen without there being some professional purpose, and never in hallways, etc. Violation of confidentiality will be grounds for failure in the course.

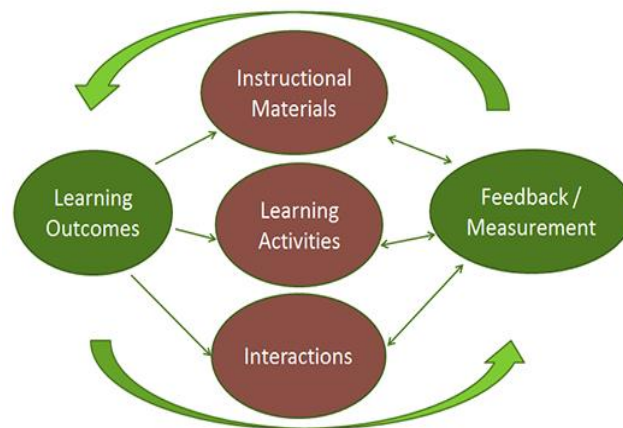
University Closings: Information about campus-wide closings and cancellations due to weather or other circumstances is available online. In the event of a session cancellation, an announcement will be posted via Canvas.

Class Start Time: To be determined by collective vote.

Course Design

This course uses an engaged-learning approach, which employs myriad pedagogical strategies such as: class discussions, small group work, experiential/simulated exercises, case examples, role-plays and other activities in order to facilitate understanding of the course content and to promote skill development. Most class classes will include a lecture or presentation, accompanied by a discussion or clinical practice/activity period.

This course is designed to be practice-oriented and will highlight advanced clinical practice techniques to work effectively with clients and colleagues in a variety of integrated healthcare settings.



While this course has been designed to deliver information and learning experiences, the learning is dependent on the following:

- Use of Self
- Engagement in Session
- Commitment to Individual Learning

Students are expected to contribute to the collaborative learning community by providing information from personal or professional experiences, current events, and/or reading material.

This course is in alignment to the Council on Social Work Education EPAS (Educational Policy and Accreditation Standards). The Council on Social Work Education (CSWE) uses Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

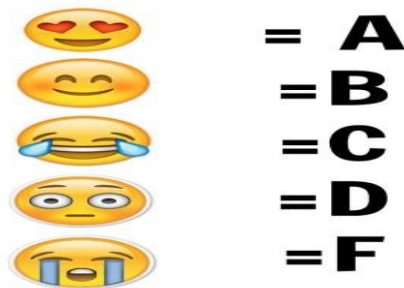
GRADING STANDARDS

Grading will reflect the outcome of student effort and demonstration of competency in the areas of the course identified objectives.

For each submitted assignment, you will be graded on:

- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- Good writing skills: clarity of thought, organization, and flow
- Effort/ability to self-reflect and think critically
- Demonstration of social work values (PODS, empathy, strengths-based thinking, etc)
- Insightfulness and clinical acuity
- Integration of reading materials, as requested

GRADING



Note: Students are eligible to receive a bonus of 3 points toward your overall score if you do not miss a class. In the case of habitual lateness, the instructor reserves the right not to award this bonus.

Please see the section on Seminar Expectations for additional guidance on getting a good participation grade.

GRADING SCALE

100%	A+
99-97%	A
96-92%	A-
91-89%	B+
88-85%	B
84-81%	B-
80-78%	C+
77-74%	C
73-70%	C-

Course Assignments & Grading	Due Date	Points
Attendance & Participation	Ongoing	10
IMPACT Modules 6 & 10 Attestation	May 15, 2017	5
Psychopharmacology Quiz	June 12, 2017	10
SBIRT Online Training	June 19, 2017	25
Class Presentation	Ongoing	20
Simulated Final Exam	7/17 and 7/24	30
Total Possible Points		100

Course Outline, Readings and Assignments*

MAY BE REVISED BY INSTRUCTOR TO FIT NEEDS OF THE COURSE

May 8: Introductions and Overview of Course & Policies

Review of course expectations & syllabus

Ethical Considerations when Establishing Professional Boundaries w/ Colleagues and Clients

Exploring Inter-disciplinary Ethics

Required Readings:**NASW CODE OF ETHICS****NURSING CODE OF ETHICS****PHYSICIAN CODE OF ETHICS****PSYCHOLOGIST CODE OF ETHICS****CASE MANAGERS CODE OF ETHICS****May 15 Framework to Integrated Health & Integrated Health Models****Required Readings:**

Landis, S. E., Barrett, M., & Galvin, S. L. (2013). Effects of different models of integrated collaborative care in a family medicine residency program. *Families, Systems, & Health*, 31(3), 264.

Nasir, A., Watanabe-Galloway, S., & DiRenzo-Coffey, G. (2014). Health Services for Behavioral Problems in Pediatric Primary Care. *The journal of behavioral health services & research*, 1-6.

Stanhope, V., Videka, L., Thorning, H., & McKay, M. (2015). Moving Toward Integrated Health: An Opportunity for Social Work. *Social work in health care*, 54(5), 383-407.

Thielke, S., Vannoy, S., & Unützer, J. (2007). Integrating mental health and primary care. *Primary care: Clinics in office practice*, 34(3), 571-592.

Horevitz, E., & Manoleas, P. (2013). Professional competencies and training needs of professional social workers in integrated behavioral health in primary care. *Social work in health care*, 52(8), 752-787.

Hunkeler, E. M., Katon, W., Tang, L., Williams Jr, J. W., Kroenke, K., Lin, E. H., ... & Hargreaves, W. A. (2006). Long term outcomes from the IMPACT randomised trial for depressed elderly patients in primary care. *Bmj*, 332(7536), 259-263.

Wissow, L. S., van Ginneken, N., Chandna, J., & Rahman, A. (2016). Integrating Children's Mental Health into Primary Care. *Pediatric Clinics of North America*, 63(1), 97-113.

May 22: Understanding Health & Mental Health Disorders: Chronic Illness, the DSM-5 and ICD-10**Required Readings:**

Compas, B., Jaser, S., Dunn, M., & Rodriguez, E. (2012). Coping with chronic illness in childhood and adolescence. *Annual Review of Clinical Psychology*, 8, 455-480.

Hansen, H. B., Donaldson, Z., Link, B. G., Bearman, P. S., Hopper, K., Bates, L. M., . . . Teitler, J. O. (2013). Independent review of social and population variation in mental health could improve diagnosis in DSM revisions. *Health Affairs*, 32(5), 984-993.

Kupfer, D.J., Regier, D.A., & Kuhl, E.A. (2008). On the road to DSM-V and ICD-11. *European Archives of Psychiatry and Clinical Neuroscience*, 258 (Supp 5), 2-6.

May 29:**No Class**

Course Outline, Readings and Assignments* SUBJECT TO CHANGE*

June 5: Human Development**Required Readings:**

Davies, D. (2011). Child Development: A Practitioner's Guide. Ch. 1: Attachment as a Context of Development

Schore, A. (2001). The effects of early relational trauma on right brain development, affect regulation, and infant mental health. *Infant Mental Health Journal*, 22(1-2), 201-269.

Yoshikawa, H., Aber, J.L., Beardslee, W. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention. *American Psychologist*, 67(4), 272-284.

Sirin, S.R., Ryce, P., Gupta, T., & Rogers-Sirin, L. (2013). The role of acculturative stress on mental health symptoms for immigrant adolescents: A longitudinal investigation. *Developmental Psychology*, 49(4), 736-748.

June 12: Medication Assisted Treatment (MAT)/Psychopharmacology**Required Readings:**

Henry, A., Kisicki, M. D., & Varley, C. (2012). Efficacy and safety of antidepressant drug treatment in children and adolescents. *Molecular psychiatry*, 17(12), 1186-1193.

Manassis, K., & Wilansky-Traynor, P. (2013). Special Considerations in Treating Anxiety Disorders in Adolescents. In *Handbook of Treating Variants and Complications in Anxiety Disorders* (pp. 163-176). Springer New York.

Manson, C., Gordon, R., & Baldwin, D. (2016). Safety and Tolerability of Antidepressants. In *Pharmacovigilance in Psychiatry* (pp. 149-166). Springer International Publishing.

Prins, M. A., Verhaak, P. F., Bensing, J. M., & van der Meer, K. (2008). Health beliefs and perceived need for mental health care of anxiety and depression—The patients' perspective explored. *Clinical psychology review*, 28(6), 1038-1058.

June 19: SBIRT**Guest Speaker****Required Readings:**

Madras, B. K., Compton, W. M., Avula, D., Stegbauer, T., Stein, J. B., & Clark, H. W. (2009). Screening, brief interventions, referral to treatment (SBIRT) for illicit drug and alcohol use at multiple healthcare sites: comparison at intake and 6 months later. *Drug and alcohol dependence*, 99(1), 280-295.

Ozechowski, T. J., Becker, S. J., & Hogue, A. (2015). SBIRT-A: Adapting SBIRT to Maximize Developmental Fit for Adolescents in Primary Care. *Journal of substance abuse treatment*. (2016) 62: 28-37

Saitz R, Alford DP, Bernstein J, Cheng DM, Samet J, Palfai T. Screening and brief intervention for unhealthy drug use in primary care settings: randomized clinical trials are needed. *J Addict Med*. 2010;4(3):123-30.

Course Outline, Readings and Assignments* SUBJECT TO CHANGE*

**June 26: Motivational Interviewing/Cognitive Behavioral Therapy in Integrated Settings
Care Planning & Coordination of Care/Complex Care Mgt****Guest Speakers: Jung Nichols and****Required Readings:**

Motivational Interviewing Demonstration [Video file]. (2008). Retrieved January 25, 2016,
From Counseling and Therapy in Video: Volume II.
<http://search.alexanderstreet.com.proxy.lib.umich.edu/view/work/1779157>

DiTomasso, R.A., Golden, B.A., Morris, H.J., Eds. (2010). Handbook of Cognitive Behavioral
Approaches in Primary Care. Ch. 2: The Cognitive-Behavioral Clinician: Roles and
Functions and Ethical Challenges in Primary Care.

DiTomasso, R.A., Golden, B.A., Morris, H.J., Eds. (2010). Handbook of Cognitive Behavioral
Approaches in Primary Care. Ch 22: Pediatric Problems in Primary Care.

Watson, J. (2011). Resistance is futile? Exploring the potential of motivational interviewing. *Journal of Social Work
Practice*, 25(4), 465-479.

Berry, J. G., Agrawal, R. K., Cohen, E., & Kuo, D. Z. (2013). The landscape of medical care for children with medical
complexity. *Children's Hospital Association*.

Bodenheimer, T. (2008). Coordinating care-a perilous journey through the health care system. *New England Journal
of Medicine*, 358(10), 1064.

Cohen, D. J., Davis, M., Balasubramanian, B. A., Gunn, R., Hall, J., Peek, C. J., ... & Pollack, D. (2015). Integrating
behavioral health and primary care: consulting, coordinating and collaborating among professionals. *The Journal of
the American Board of Family Medicine*, 28(Supplement 1), S21-S31.

Taylor, E. F., Machta, R. M., Meyers, D. S., Genevro, J., & Peikes, D. N. (2013). Enhancing the primary care team to
provide redesigned care: the roles of practice facilitators and care managers. *The Annals of Family Medicine*, 11(1),
80-83.

July 3: Child Sex Trafficking in America: Identifying Sex Trafficking**Class will not meet collectively.****Complete VCE training: [Child Sex Trafficking in America](#)****Upload certificate of completion onto Canvas**

Macy, R. J., Graham, L. M. (2012) Identifying Domestic and International Sex-Trafficking Victims During Human
Service Provision. *Trauma, Violence, & Abuse*, 13(2), 59-76.

Course Outline, Readings and Assignments* SUBJECT TO CHANGE*

July 10: Social Work, Law, & Integrated Healthcare Clinical Skills Day**Required Readings:**

Decker, M. R., Frattaroli, S., McCaw, B., Coker, A. L., Miller, E., Sharps, P., ... & Bennett, W. L. (2012). Transforming the healthcare response to intimate partner violence and taking best practices to scale. *Journal of women's health, 21(12)*, 1222-1229.

Hamberger, L. K., Rhodes, K., & Brown, J. (2015). Screening and Intervention for Intimate Partner Violence in Healthcare Settings: Creating Sustainable System-Level Programs. *Journal of Women's Health, 24(1)*, 86-91.

Optional Readings:

Keeling, J., & Van Wormer, K. (2012). Social worker interventions in situations of domestic violence: What we can learn from survivors' personal narratives?. *British Journal of Social Work, 42(7)*, 1354-1370.

July 17: Simulated Final Exams**July 24:** Simulated Final Exams

STUDENT RESOURCES AND INFORMATION

ACCOMMODATIONS

If students think they may need an accommodation for a disability, they need to let the Field Faculty Facilitator know as soon as possible. Some aspects of this course, the assignments, the in-seminar activities, and the way the course is usually taught may be modified to facilitate a student's participation and progress. The earlier students make their Field Faculty Facilitator aware of their needs, the more effectively they can work with the Services for Students with Disabilities Office (SSD) (734) 763-3000 to help determine appropriate academic accommodations. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information students provide is private and confidential, and the seminar facilitators will (to the extent permitted by law) treat that information as private and confidential.

STUDENT MENTAL HEALTH AND WELLBEING

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, services are available. For help, contact Counseling and Psychological Services (CAPS) at 734-764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at 734-764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

References and Referencing Style

When using others' work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the [American Psychological Association \(6th Edition\)](#) is accessible via internet. Additionally, you may access APA examples at:

<http://owl.english.purdue.edu/owl/resource/560/01/> for further help citing references in course assignments.

Intellectual Honesty and Plagiarism

It is your responsibility to be familiar with and abide by the School of Social Work's standards regarding intellectual honesty and plagiarism. These can be found in the [MSW Student Handbook](#).

SAFETY & EMERGENCY PREPAREDNESS

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAAcompliance@umich.edu.

Office of Student Services

School of Social Work | Room 1748

734-936-0961

For more information view the annual Campus Safety Statement [HERE!](#)

Register for UM Emergency Alerts [HERE!](#)