Advanced Clinical Social Work Practice in Integrated Healthcare

SW 630 Winter, 2018  Wednesdays  9:00 a.m. to 12:00 p.m.
Course Location:  SSWB B684

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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 by week 2 of the class and for also reading class information and assignment instructions posted on Canvas and tracking due dates.

ABOUT THE COURSE

“Knowing is not enough; we must apply.
Willing is not enough; we must do.”
—Goethe

WELCOME TO THIS CLASS
Mounting evidence demonstrates that separated, unresponsive, and fragmented healthcare is ineffective, costly, and unsustainable. In the current healthcare system, it is all too common for consumers to face problems accessing care in artificially separate physical and behavioral healthcare systems, and to experience difficulty obtaining care that is collaborative, culturally competent, and responsive to their complex total healthcare needs. As implementation of the “healthcare home” and other integrated care models are implemented in primary care, specialty care and mental health care, there is increased need for social workers who are trained and competent in integrative health models and who can provide collaborative, team-based, behavioral and mental healthcare that is integrated with physical care.

Social Workers are ideally suited to meet this workforce need for skilled integrated healthcare 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. 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. (CSWE, 2016)
Barrett and Warren (2012) provide us with this observational 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.”


It is both an exciting and challenging 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. 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.

COURSE OBJECTIVES

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.

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 opportunities in the current healthcare system to seek to improve access to care that integrates physical and behavioral healthcare and to be key providers in care that is collaborative, culturally competent, and responsive to individual’s complex healthcare needs.

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

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 uses a relationship-based engaged approach to learning. A variety of collaborative learning methods will be used to promote skill development 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 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 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 and to develop professional skills and behaviors consistent with the Social Work 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:
https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzeI%3d&portalid=0

**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 evidence-based and professional knowledge explored in SW619. 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 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.

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**ABOUT MY TEACHING PHILOSOPHY:**
**LEARNING IS IN SERVICE TO OUR CLIENTS**

**RELATIONSHIP FOCUSED PARTNERSHIP: MUTUAL LEARNING COMMITMENT**

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 active and engaged partners in the learning process by coming to every class fully prepared, ready, willing and able to contribute to meaningful discussion and learning. Please feel free to
contact and meet with me early and throughout the semester as needed with questions, concerns and suggestions.

PERSONAL ACCOUNTABILITY IN LEARNING

Accountability shifts the focus from being not solely about what one is taught, to self-determination about what one consciously chooses to learn.

Your learning is not just about academic learning but also involves learning and improving life skills and professional use-of-self. Students are expected to take personal responsibility and be committed to their own learning experience by being active and response-able members of each class session. An optimal individual learning experience is one that is active, self-directed and requires engagement.

Guiding Principles and Commitments

Our commitment to learning is in service to our clients. We seek mutual growth, learning and benefit from sharing with each other. We respect even when we disagree or have conflict. We recognize and honor that each person is at a different point in their learning and life experience. We do not assume or pre-judge the intent or motivation of others. We commit to not intentionally harm another nor to assume that harm was intended. We take responsibility for our impact on others and to make changes in our behavior to reflect social work core values. We take responsibility for our actions and words. We seek to replace assumptions with curious questions and invitations to share and listen. We seek to diminish fear, shame and blame that immobilizes 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 take responsibility for talking with people rather than about them. We find ways to be curious and humane in our interactions.

Providing Feedback

Please provide feedback on your learning needs, how the class is going for you and suggestions on what we can do together 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 professors and class members if it is ongoing and not just provided at the end of the term. You are encouraged to proactively address any concerns or needs in the class as they arise so that they can be effectively addressed. Again, we commit to talk to each other rather than about each other.
INCREMENTAL SKILL BUILDING AND LEARNING

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. Incremental learning can be helpful in skill building and addressing our cumulative learning objectives. So, please consider not simply the number/frequency of assignments but also the total deliverables.

ASSIGNMENT PHILOSOPHY AND GOALS
Assignments are designed to use a variety of evaluation methods including written papers, classroom 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.

EXPECTATIONS OF STUDENTS

PROFESIONAL USE OF SELF
Respect for Others
✓ Students are encouraged and expected to demonstrate openness to ideas and perspectives different from one’s own interests, views, belief and preferences.
✓ Listening and learning require a safe place and we commit to provide this safe space in this class.
✓ Sharing differing ways of thinking and how one sees the world is not always focused on changing others’ minds, but about cultivating a way of being with others that fosters curiosity and a desire to see and hear another’s point of view.
✓ We will be mindful that in our desire to advocate for our beliefs and values, that we do not commit the very acts of aggression, devaluation, marginalization, disenfranchisement and dismissal of others that we are trying to prevent.

ACADEMIC CONDUCT AND HONESTY
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. Plagiarism is one form of cheating and is unacceptable and inconsistent with the NASW Code of Ethics and the Code of Academic and Professional Conduct which applies to all students enrolled in the School of Social Work. Any form of cheating plagiarism and/or aiding
and abetting dishonesty will result in a failing grade for the relevant assignment and is grounds for expulsion. You are responsible for understanding the meaning of academic misconduct. Here are a few examples.

**Plagiarism**: Using ideas, words or statements of another person without due acknowledgment.

**Cheating**: Any attempt to give or obtain unfair assistance in a formal academic exercise (like an examination). Having others to do an assignment or portion of an assignment for you, submitting the same assignment for more than one course without prior approval of all the instructors involved, sharing or obtaining a copy of an exam or assignment prior to its approved release by the instructor.

**Use of Course Materials**
Selling, distributing, website posting, or publishing course lecture notes, handouts, exam copies, recordings, or other information provided by an instructor without the express permission of the instructor.

**Fabrication**: The falsification of data, information or citations.

**Deception**: Putting your name on another person’s exam or assignment; providing false information regarding an academic assignment e.g., giving a false excuse for missing a deadline.

More information on academic integrity policies can be found in the MSW Student Guide.

**CLASS PARTICIPATION AND PARTICIPATION**
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 and contribute to our ultimate goal of service to our clients. Predictability, reliability and consistency (“being there”) are core to any strong relationship as well as being incredibly important to our clients and our employers. **Thus, “being here” is an important competency for this class.**

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. In service to our clients, we must learn to use our voices on their behalf and our learning is a part of using our voices for our clients. Thus, participating in class will be an opportunity to practice and develop this skill even when it is sometimes challenging and/or uncomfortable.

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).
A significant part of learning in this course is interactive and experiential with discussion, in-class activities and guest speakers which cannot be fully replicated or replaced with make-up work. Therefore, both your learning and the learning of your colleagues is benefitted by your attendance.

The School of Social Work Class Attendance Policy states: “It is expected that students attend classes and instructors are encouraged to monitor attendance.” Attendance, participation and engagement are expectations and requirements. (See Student Guide Policy on Class Attendance).

Class grades include evaluation of attendance, participation and engagement. This class focuses learning and demonstrating competencies in service to our clients. Grades are based on points earned through demonstration of competency and class participation.

Absences are not judged as “excused” or “unexcused.” Life happens and each individual student may have absences from personal choices made regarding prioritization of competing demands as well as uncontrollable events. Opportunity is given when possible to learn and demonstrate missed competencies when you are absent from class for any reason. However, there will be significant skill-building in-class exercises in this course which cannot replicated by make-up assignments.

More than three absences for any reason will result in non-credit, non-passing grade for the course due to the significance portion of the course missed.

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).

Partial absences also negatively impact learning and will result in class participation deduction. A partial absence is defined as any one of the following: late arrival after class start time, late return from break after class has resumed and/or early departure before class ends and use of electronic devices for non-class related activities during class.

COMPETENCY DEMONSTRATION MAKE-UP ASSIGNMENTS

• Students are asked to notify me of any planned absence with as much advanced notice as possible and for an unanticipated absence when they are reasonably able to make contact.
• Make-up competency assignments must be initiated by the student and are to be submitted no later than the second class period following the absence unless otherwise agreed upon in advance and will be graded as Pass-Fail.
• Since grades are based on demonstration of competency, students who choose NOT to submit competency make-up work within the required timeframe will receive a 2 point competency deduction per each class missed.

Standard Make-up Competency Assignment for All Absences

1. Complete required readings for missed class. Additional readings may be required as well.
2. Obtain any handouts, notes, announcements and any other information distributed/ covered in the missed class.
3. Review class Powerpoint posted on Canvas including watching any embedded videos.
4. Complete a 3 page double spaced typed paper addressing an integrative summary of your take-away understanding and learning/competency application from the assigned readings and the powerpoint. No APA referencing is needed for this summary.
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 assigned readings.

The amount of assigned text reading will vary from week to week. The amount of assigned readings is designed to be a foundation and to make space for students to self-select areas of interest in areas of interest. Additional reading will be required for selected assignments.

Note Taking and Powerpoint Presentations

Note taking is helpful to the learning process as it allows you to hear and translate concepts into your own words and this process has been shown to aid in learning. I share the following evidence-based abstract with you for your consideration regarding note taking. Given this research, I will not be posting powerpoints on Canvas prior to class.

"Taking notes on laptops rather than in longhand is increasingly common. Many researchers have suggested that laptop note taking is less effective than longhand note taking for learning. Prior studies have primarily focused on students’ capacity for multitasking and distraction when using laptops. The present research suggests that even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing. In three studies, we found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand. We show that whereas taking more notes can be beneficial, laptop note takers’ tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning.” Mueller, P. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. Psychological Science: doi:10.1177/0956797614524581

USE OF PHONES, COMPUTERS AND ELECTRONIC DEVICES

Our colleagues and guest speakers who are sharing ideas, feelings, and experiences have a right to anticipate and expect our presence and professional use-of-self.

Being present is more than just “showing up.” It involves presence. Presence is perhaps one of the most important interventions we offer to our clients and thus we will practice the art of presence in this class.
Research regarding portable technology (laptop computers, phones, PDAs, etc.) confirms that these devices can be a supportive classroom tool when used with a clear goal (i.e. note taking, interactive exercises) while also having negative consequences such as time spent on non-course tasks (i.e. emails, texting) and disruption to others (CRLT Occasional Papers, No. 30 Use of Laptops in the Classroom: Research and Best Practices).

To foster an environment of safety, openness and presence, the focus of class time will center on understanding and discussion of the content presented, asking questions, sharing integrative ideas, giving examples, writing notes, practicing active listening and presence, or otherwise deepening yours and other’s knowledge of the material in some way.

- Using electronic devices to assist in note taking and specifically directed class activities is encouraged for those who find this beneficial.
- If you feel you must monitor email and text messages, you are respectfully asked to do so during breaks and/or to leave the classroom to do so.
- Presence is a professional use-of-self skill. 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.

### INFORMATION, POLICIES and RESOURCES

**PROPER USE OF NAMES AND PRONOUNS**

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. Students can designate their personal pronouns on the class roster via [Wolverine Access: Student Business > Campus Personal Information > Gender Identity](https://my Umich). There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar’s Office) and B833T (Lower Level). [Click here for the Spectrum Center’s map of gender inclusive restrooms on campus](https://www.umich.edu).

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

If you are in need of an accommodation for a disability, please notify me during the first week of class and provide the appropriate accommodation recommendation documents so every effort can be made to meet your needs in a timely and effective way. To the extent permitted by law, information will be treated as private and confidential. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.

For more information, contact:

Services for Students with Disabilities
G-664 Haven Hall | 505 South State St.  
(734) 763-3000 | ssdoffice@umich.edu
STUDENT MENTAL HEALTH AND WELLBEING
The University of Michigan is committed to advancing the mental health and well-being of all 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
  - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- **University Health Service** (UHS) at (734) 764-8320
- **Additional campus health and wellness resources including sexual assault prevention and assistance**

The Office of Student Services’ Health and Wellness Program provides supportive services to MSW students which promote wellness, self-care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- **SSW Health and Wellness Guide**
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

SAFETY AND EMERGENCY PREPAREDNESS
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)764-7793 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 two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ADA compliance@umich.edu.

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. **Click here to read more about the School of Social Work’s emergency policies and procedures.**

**Additional resources:**
- **Report a hate crime or bias-related incident**
- **Register for UM Emergency Alerts**
- **View the annual Campus Safety Statement**

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.
Dependent Care Resources
For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (http://www.studentswithchildren.umich.edu). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study and work. Resources include childcare, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site: http://hr.umich.edu/worklife/ and the UM Child Care gateway https://hr.umich.edu/benefits-wellness/family/childrens-centers

RELIGIOUS OBSERVATIONS
Students who will be absent during the semester due to religious observance should notify me during the first week of class. Competency make-up assignments policy previously discussed apply to these absences.
An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please click here to find more information about the University’s policy concerning religious holidays as well as a non-exhaustive list of religious holidays.

AND MILITARY SERVICE
Students who will be absent during the semester due to religious observance should notify me during the first week of class. Competency make-up assignments policy previously discussed apply to these absences. Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.

DISTRIBUTION OF PAPERS TO STUDENTS
The federal informational privacy act prohibits anyone other than the student access to that student’s papers. 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. Uncollected papers will be destroyed at the end of the semester/grading period through confidential methods provided by the SSW.

COURSE ASSIGNMENTS
Assignments are designed to use a variety of evaluation methods including written papers, classroom activities and discussions and in-class quizzes 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.
Students are responsible for reading the syllabus and assignment instructions/grading rubrics and due dates.

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 office by the assignment due date and time.

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 in advance and prior to submission.

WRITING SKILLS
Strong writing and communication skills are essential to effective social work practice. As professionals we will be continually assessed and judged 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 Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:
SSW Writing Assistance
Career Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

APA formatting:
APA format is the definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing.
Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

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 pages except for title page in upper right corner
Indent 5 spaces for first line of every paragraph
Sources must be cited in the text of the paper (i.e. Jones and Smith (2015) state….)
Reference page with all sources at the conclusion of the paper
All direct quotes must be referenced with source and page number
Referencing internet sources: http://www.apastyle.org/elecref.html
LATE COMPLETION OF ASSIGNMENTS
Meeting deadlines, planning ahead and timeliness in completing tasks are all important parts of our professional lives. **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 beyond lack of time management and advanced planning. There will be a late deduction of one point for the first day past due date and one-half point for each day thereafter.

REQUIRED COURSE READINGS AND ON-LINE VIDEOS
- There is no required text for this course.
- Required and Optional Readings and internet and video file links are available on the course Canvas site.
- You are encouraged to do self-selected readings in areas of interest that can be incorporated into class discussion and assignments.
- Some assignments will require you to do additional independent literature reviews and reading.

The amount of required 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 assignments.** Do not heavily rely on direct quotations from your sources; instead synthesize and summarize content in your own words.

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

**Selected Health Focused Journals**
- Social Work in Health Care
- Health and Social Work
- Social Work in Public Health
- American Journal of Epidemiology
- Ethnicity and Disease
- Health Psychology
- Journal of Aging and Health
- Journal of Health for the Poor and Underserved
- Journal of the National Medical Association
- New England Journal of Medicine
- Women and Health
- Social Work in Mental Health
- Journal of Interprofessional Care
- Journal of Research in Interprofessional Practice and Education

**GRADING**

***Academic standards matter to our clients and the responsibilities with which we are entrusted in our work with and on behalf of them.***
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.

All assignments will be graded with these criteria:

- Address **specific assignment criteria** defined in instructions and rubric
- Professional and academically sound writing skills (clarity of thought, organization and flow, APA referencing as appropriate)
- Ability to **think critically and integrate concepts/content across the term**
- Demonstration of **clinical competency, ability to engage and be insightful**
- Demonstrate **professional use-of-self and social work values and ethics** (PODS, strengths-based perspective)
- Integration and demonstration of completion and understanding assigned readings and additional literature when appropriate
- **On time completion of assignments** by assigned due date

Time constraints are validated as a normal and ongoing part of life. Each individual student will experience time challenges related to both personal choices made regarding prioritization of competing demands as well as uncontrollable events. **We acknowledge and accept that not every assignment may be completed at the mastery level depending on one’s individual situation, goals and/or choices.** Earning “A” grades is not always possible AND meaningful learning can still occur.

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.

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, professional use-of-self and class participation as defined in course documents using a 100 point system. The **total accumulation of points earned** reflect competencies demonstrated.

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+ (100), A (95-99), and A- (90-94) should distinguish the degree of superiority.

**B grades** Earned for students who demonstrate **mastery of the material**. B+ (87-89) indicates performance just above the mastery level but not in an exceptional manner. B (84-86) indicates mastery and B- (80-83) indicate just below the mastery level.

**C grades** Mastery of the material is **limited**. C- is the lowest grade which carries credit. C+ (77-79), C (74-76) and C- (70-73).

**D grades** Indicate deficiency and carry no credit. (Below 70)
**E grades** Indicate failure and carry no credit.
**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 assignments are incomplete by the last day of class and/or more than 3 absences from class have occurred, 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 specific plan for completion. If no contact has been initiated by the student with the instructor regarding incomplete work and/or no specific written plan has been established to complete work by the last scheduled 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.

Please refer to MSW Student Guide policies on **Grades in Academic Courses** and in **Field Instruction** as well as **Student Grievance procedures**.

**ASSIGNMENTS**

**Standardized Biopsychosocial Spiritual Case Scenario** 10 points  **Due Jan. 10**
**Purpose:** Using this “standardized patient” framework you will be creating a patient/client to use in-class skill building activities. Competencies 1,3,4,5,6 and 8.
See Canvas Assignment Instructions for more information.

**Assessment and Screening Toolkit** 10 points  **Variable Due Dates**
**Purpose:** This assignment seeks to increase knowledge and application of various structured assessments and validated screening tools in practice. SAMHSA Competency 3. You will be pairing up with a class colleague(s) to research and present an assigned screening tool to the class. See Canvas Assignment Instructions for more information.

**In-Class Activities**  **20 points**  **Variable Due Dates**
**Purpose:** These activities invite each student to actively practice and apply concepts from class while integrating their own field placement experience including cross-cultural, diversity, ethical and practice issues in integrated healthcare thereby benefitting the whole class by sharing this wealth of diversity experiences and knowledge. SAMHSA Competency 4, 5, and 6.

**You must be present to receive credit for in-class experiential exercises.** We will have multiple in-class exercises and the lowest grade for one activity will be dropped. Thus, missing more than one in-class exercise will result in loss of earned in-class activity points.
On-Line SBIRT Training & Reflection Paper  10 points  Due March 14
Purpose: This assignment provides an opportunity for skill-building. SAMHSA Competency 1, 3, 5, and 6. SBIRT stands for Screening, Brief Intervention and Referral to Treatment. 
See Canvas Assignment Instructions for more information.

Epigenetics Educational Event on Tuesday March 20 4:00-6:00 p.m.
Reflection Discussion March 21  10 points
Purpose: To provide an opportunity to engage in an innovative interprofessional learning experience. SAMHSA Competencies 2,3,4,6,8. Please see Canvas for more information.

Clinical Case Bio Psychosocial Spiritual Assessment and Evidence-Based Treatment Plan Paper and Class Discussion  15 points  Due March 28
Purpose: This integrative assignment focuses on demonstrating competencies learned across the semester regarding comprehensive assessments with awareness of cultural and diversity considerations, formulation of a clinical impression and intervention plan and monitoring/outcome measurement. SAMHSA Competency 1-9. See Canvas Assignment Instructions for more information.

Leadership Project  15 points  Draft Due Jan. 31  Due April 11
Purpose: Skill development regarding clearly demonstrating leadership skills and the ability to identify and act to address areas of need/concern in their integrated health teams. SAMHSA Competency 2, 7, 8 and 9.
This activity focuses on assessing/identifying needs and proposing and implementing a project to illustrate social work added-value and leadership skills. See Canvas Assignment Instructions for more information.

Class Participation, Attendance, Engagement & Professional Use Self 10 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 learn on their behalf. A silent worker can have limited impact. 
See Class Participation Grading Rubric in Canvas.

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 what you have read, concepts from the class that apply to your field placement, what is happening in the news that applies to healthcare access, quality of care, policies, laws, etc. 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. Expectations are further defined in a separate Profession Use-of-Self document and a Class Participation Self-Evaluation Rubric document on Canvas.

Changes may be made in the syllabus as appropriate at any time at the instructor’s discretion.
# Assignment Summary

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized Patient Case Scenario</td>
<td>Jan. 10</td>
<td>10 points</td>
</tr>
<tr>
<td>On-line SBIRT Training and 2 page Reflection Paper</td>
<td>March 10</td>
<td>10 points</td>
</tr>
<tr>
<td>Epigenetics Educational Event March 20</td>
<td>March 20 Event, March 21 Summary Reflection Due</td>
<td>10 points</td>
</tr>
<tr>
<td>Clinical Case Biopsychosocial Spiritual Assessment, Treatment and Outcome Measurement Paper</td>
<td>March 28</td>
<td>15 points</td>
</tr>
<tr>
<td>Leadership Project</td>
<td>Draft Due Jan. 31, Completion Due April 11</td>
<td>10 points</td>
</tr>
<tr>
<td>Screening/Assessment Tool</td>
<td>Variable</td>
<td>10 points</td>
</tr>
<tr>
<td>In-Class Activities</td>
<td>Variable</td>
<td>20 points</td>
</tr>
<tr>
<td>Professional Use of Self and Class Participation</td>
<td>Ongoing</td>
<td>10 points</td>
</tr>
</tbody>
</table>

**LEARNING IS IN SERVICE TO OUR CLIENTS.**
Course Schedule, Learning Opportunities and Assigned Readings

Jan. 3  Course Overview
#1
Social Work and Integrated Health Care
Core Social Work Skills: SAMHSA Competencies
Bio Psychosocial Spiritual Assessment Introduction

Optional Readings:


Jan. 10  “Standardized Patient” Biopsychosocial Spiritual Assessment Scenario Due
#2
Biopsychosocial Spiritual Assessments Continued
Mental Status Exam
Cultural and Diversity Factors

Required Reading:

Cultural Assessment

Review: Cultural Cues for Clinicians

Optional Readings:


You read “Religion, Spirituality, Health and Social Work (Chapter 11 in Gehlert & Browne) last semester. **It remains a good resource for you as you think about assessment of spirituality and application to your clinical case presentation assignment.**

**Jan. 17**

**Health and Mental Health Intersectionality**

**Screening/Assessment Tool Review**: PHQ9

**Person Centered Care Planning**

**Required Reading:**


**Optional Reading:**


You read “Physical and Mental Health Interactions, Assessment and Interventions” (Chapter 8 in Gehlert & Browne) last semester. **It remains a good resource for you as your think about your clinical case presentation assignment.**

**Jan. 24**

**#4**

**Narrative Therapy**

**Therapeutic Engagement: Helping Clients Tell Their Stories**

**Screening/Assessment Tool Review: Duke Health Profile**

**Required Readings:**


**Optional Readings:**


**Jan. 31**

**#5**

**LEADERSHIP PROJECT PROPOSAL DUE**

Leadership and Integrated Health Roles for Social Work

Interprofessional Collaborative Care Conflicts and Ethical Practice
**Required Readings:**


**Optional Readings:**


Feb. 7 Evidenced-Based Practice in Integrated Health Care: Skill Building
Models of Change and Patient Activation
Motivational Interviewing
Clinical Formulation and Intervention Planning

**Required Readings:**

Watch Video Overview:
Matulich, B. (2013). Introduction to Motivational interviewing (Video file). Retrieved from https://www.youtube.com/watch?v=s3MCJZ7OGRk

**Optional Readings:**


Feb. 14 #7 SKILL-BUILDING Continued
Solution Focused Interventions
Intervention Plan and Measurement of Outcomes
Screening/Assessment Tool Review: GAD-7

Required Reading:

Optional Readings


Feb. 21  Chronic Illness
#8  Transitional Care
Ambiguous Loss

**Required Readings:**


**Optional Readings:**


Feb. 28  NO CLASS -SPRING BREAK: ENJOY!

March 7  Pharmacological Competency
#9  Pre-Work: You will be assigned a pharmacological concern that may arise in your interaction with a patient/clients. You will need to research options to explore patient concern. You will need to complete the assigned question worksheet prior to class today and some prepared to discuss your response/recommendations

**Optional Readings and Resources:**

FDA  
[www.fda.gov/drugs](http://www.fda.gov/drugs)

Clinical Practice Guidelines  
March 14

**SBIRT ASSIGNMENT DUE: On-Line Training and Reflection Paper**

SCREENING/ASSESSMENT TOOL REVIEW: CAGE-AID; AUDIT C/AUDIT

**Substance Abuse Disorders**

**Required Reading**

Complete On-Line SBIRT Training; See Canvas for more information.

**Optional Readings:**


March 20

**Attend Integrated Health Epigenetics Educational Event**

**Tuesday ECC 3:00-6:00 p.m.**

Complete Summary Guide on Canvas and be prepared to discuss in tomorrow’s class.
March 21

Trauma Informed Practice and Crisis Interventions

Suicide Risk Assessment
Intimate Partner Violence; De-escalating Volatile Situations

Required Readings:

https://store.samhsa.gov/shin/content/SMA14-4884/SMA14-4884.pdf

Optional Readings:
https://store.samhsa.gov/shin/content/SMA14-4816/SMA14-4816.pdf


**March 28**  
**Clinical Presentation Summary and Class Discussion Due**  
**Human Sexuality and Expression**  
**Sexual Health Assessment**

**Required Readings:**

**Optional Readings:**


**April 4**  
**Screening/Assessment Tool Review: Katz Index of ADLs**

**End of Life Assessment and Intervention**

**Palliative Care and Hospice**

**Advanced Directives & Durable Power of Attorney for Health Care**

**Required Readings:**
American Bar Association Consumer’s Tool Kit for Health Care Advance Planning

*Very helpful set of 10 tools to help explore what to think about and how to make decisions regarding advanced planning.*

https://www.americanbar.org/content/dam/aba/administrative/law_aging/tool1_authcheckdata.pdf

**Optional Readings:**
State Bar of Michigan: *Planning for Your Peace of Mind*


National Healthcare Decision Day
www.nhdd.org/public-resources

National Hospice and Palliative Care Organization
www.caringinfo.org

April 11
#14
LEADERSHIP PROJECT DUE/CLASS DISCUSSION
Class Participation Self-Evaluation Rubric Form Due
Elevator Speech Revisited
Planning for Future; Resiliency
Course Summary and Take-Aways
Revisit SAMHSA Core Competencies

NO Required Readings: 😊

Bring a copy of your original “elevator speech” articulating what your role as an integrated health social worker along with revisions you would like to add now. Notice your revisions. What do they reflect about your understanding of your social work practice role?

Mattison, Winter, 2018