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.

**Infomatics**: 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
This course will examine current ethical issues and controversies in the field integrated health care. The [NASW Code of Ethics](https://www.nasw.org/nasw的精神) will be used to inform practice in this area. Students will analyze ethical issues related to: stigmatization and psychiatric labels; client confidentiality; client rights and prerogatives; especially the rights of populations at risk; prevention and elimination of discrimination; equal access to resources, services, and opportunities; respect for the diversity of cultures; changes in policy and legislation that promote improvements in social conditions; and informed participation of the public.

Students are required to abide by the [NASW Code of Ethics](https://www.nasw.org) 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.

Text communication is accepted at 734.330.3663.

Meetings with the instructor can be scheduled in advance to discuss course material, content, or to give and/or receive feedback.

ASSIGNMENTS

The following criteria should be utilized when submitting written assignments for this course:

All assignments submitted electronically via Canvas or email.
Utilize a 12pt font
Double space
Uploaded by midnight on the due date
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.

PEDAGOGY

I utilized engaged teaching strategies to impact transformative learning. The course content and materials will incorporate the following themes:

• Creativity
• Intercultural engagement
• Social/civic responsibility and ethical reasoning
• Communication, collaboration, and teamwork
• Self-agency, and the ability to innovate and take risks

CANVAS

Course announcements and adjustments will be made through Canvas. Canvas will be utilized primarily as a holder of resources. Scores and points obtained will not be maintained in Canvas.

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 spoken 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.
Course Design

This course uses an engaged-learning approach, which employs a myriad of 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 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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</thead>
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<td>A</td>
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<tr>
<td>A-</td>
<td>96%-92%</td>
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<td>C-</td>
<td>73%-70%</td>
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Course Assignments & Grading | Due Date | Points
---|---|---
Attendance & Participation | Ongoing | 10
Simmersion Completion | July 9 | 25
In-Class Recording and Peer Critique | | 10
Psychopharmacology Quiz | July 2 | 10
SBIRT Online Training | May 21 | 5
Class Presentation and Reflection | Various Dates; reflection paper is due one week after your presentation. | 35
Simulated Final Exam | July 16 and 23 | 30
Total Possible Points | | 125
ASSIGNMENTS
ATTENDANCE AND PARTICIPATION
10 points

The purpose of classroom work and participation is to encourage a setting in which students share information and learn from each other.

Dialogue regarding the readings and lecture is encouraged. Participation in this course will occur in small and large group discussions.

It is essential to abide by the NASW Code of Ethics and to maintain the highest level of respect for one another as colleagues/peers, as well as for the clients and communities that we will be discussing in class.

Please avoid the use of electronics during the course. If you need to take a phone call or respond to a text message or email, then please step out of the class and return when you are done. It is expected that your computer only be used to take notes during lectures.

Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty that you are experiencing related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

***Religious Observences
Students will be excused from class for religious observances. Please let the instructor know ahead of time about any conflicts between class sessions, assignments, and religious observances. Every reasonable effort will be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities.

CLASSROOM AND PARTICIPATION grades will be based on the following requirements for EACH class session:

A. Student attends class on time and prepared for class.
B. Student participates in classroom discussion and activities

1 point will be deducted for each class session missed after one absence.
As a social worker, it is important to have basic knowledge regarding medical assisted interventions utilized to treat health and mental health disorders. This in-class quiz will assess your understanding of medications prescribed by Primary Care Physicians and Psychiatrists. The quiz will consist of 20 questions; each question will receive .5 points for a correct answer and 0 points for an incorrect answer.
SBIRT Online Training & Reflection Paper
5 points

SBIRT stands for Screening, Brief Intervention, and Referral to Treatment. This early intervention and treatment approach is utilized in integrated health clinics across the world. SBIRT focuses on persons with substance use disorders and those at-risk of developing these disorders.

SBIRTTraining.com was developed by Clinical Tools, Inc (CTI) with funding from the National Institute on Drug Abuse (Contract #HHSN271200800038C). For this assignment, you will be required to complete their published online course, SBIRT Core. This online course includes four 60 minute modules. It is designed to introduce the terms, topics, and resources essential to SBIRT.

To enroll in the SBIRT Core online training, please follow the steps listed below:

1. Go to: http://www.sbirttraining.com/home
   - Click on the CREATE ACCOUNT link on the top right corner of the webpage.
2. After creating an account, click on the TRAINING tab at the top, middle of the webpage course. Click on SBIRT Core Training. Click on Please Read Activity Description. Click on Purchase this activity. You should be taken to a Checkout screen. The Cart Contents should have 1 SBIRT Core Training Activity. In COUPON DISCOUNT section, enter DWMHA2017. Enter your mailing address in the BILLING ADDRESS section. Click SUBMIT ORDER. You will be redirected to the site home page.
3. Click on Training and SBIRT Core Training. It will request you to complete demographic information. Enter information and click save.
4. Click Complete Activity Pre-Survey.
5. Click on each module to begin. Complete Activity Pre-Survey for each module. It will take you back to the module page. Click the module and then click Start the Module.
6. Once the online course is complete, please upload a copy or screenshot of the Certificate of Completion to CANVAS.

In addition to the online training, you are required to write a 1 – 2 page reflection paper on SBIRT. This paper should include the following:

1) In your own words, describe the intervention/treatment approach as you would to a client.
2) What personal reactions did you notice as you worked through the training?
3) What are you taking away from this assignment/training that will guide your future practice?

Any late submissions will result in a 1 point deduction.
In April 2013, SAMHSA-HRSA Center for Integrated Health Solutions published, *A Standard Framework for Levels of Integrated Healthcare*. For this assignment, you will complete a 3-4 page paper utilizing purposive and snowball sampling to reach a conclusion about the level of integration and social work responsibilities’ at your field placement.

**PART ONE: ASSESSMENT**

You are expected to utilize the **Integrated Practice Assessment Tool (IPAT)** and create additional questions to collect quantitative and qualitative data about the clinic or agency. Questions must gather (qualitative, and if possible quantitative) information about:

- client demographics;
- common health and mental health diagnoses treated;
- use of evidence-based practices and training provided to utilize the EBPs;
- the role of social workers at the clinic/agency;
- responsibilities of MSW interns; and
- plans or hopes to improve the level of integration at the clinic/agency over the next five years.

You are required to interview a minimum of two – three people at your clinic/agency/school. Your key informant should be your field instructor. However, if you identify a different person as your key informant, then it is expected that you note why you selected them as your initial source. You will not be marked down on this assignment for selecting a key informant that is not your field supervisor. Additional informants will be identified at the conclusion of the initial interview. Responses to the questions will vary depending upon the level of knowledge of both on-the-ground operations and conceptual understanding of integrated healthcare. Make sure to include your initial assessment of what level of integration exists at your field placement using the IPAT. You also need to include the [IPAT] results from each interview in your paper.

In your final write-up, you will summarize the findings from the interviews and determine the level of integration at your field placement. If levels of integration differed amongst interviewees, then explain what information you utilized to reach a conclusion about the level of integration at your field placement. What recommendations do you have for your field placement to advance to the next level of integration? What steps need to be taken and by whom? How can your recommendations help improve the delivery of care for consumers at the clinic/agency/school?

As part of this assignment, submit an Appendix with all of the listed interview questions.
PART TWO: PRESENTATION

You will be required to present a clinical case (or clinical/field placement quandary), as assigned. Early in the term, each student will sign up for one in-class clinical case presentation to be presented to their clinical team during the month of March (following Spring Break).

The purpose: to address a challenge from your practice where you would like feedback in order to gain a great understanding or new perspective in your work. Most times, the case presentations will be addressing areas where you are feeling “stuck” or need/want additional feedback on a particular process or issue.

Clinical Case Presentations (5-7 Minutes) should be prepared using PowerPoint and follow the following format. Each item will represent one slide:

1. Share with the class your clinical question or learning outcome you would like to address in this case presentation.

2. Brief case/scenario description: presenting problem/concern, any critical issues, relevant histories (social, family, medical, psych, education). Please remember to protect the confidentiality of any case material and alter case information to ensure client systems. The purpose of this background information is to help us engage in the clinical formulation and intervention planning. Keep this case description information to a minimum.

3. Summary of your clinical formulation or impressions. Include how you incorporated best practice knowledge and skills you’re your assessment and clinical hypothesis development. Also, discuss any colleague/worker/client system diversity factors that may have impacted on your clinical impressions and engagement process.

4. Interventions, Strategies, or Treatment Goals: Links to any evidence-based practices or theories you have reviewed or considered to develop your approach.

5. Integrated Practice Assessment Tool: Provide detail on the level of integration of the service delivery site and how it impacts the patient. In what ways does your agency support your patient’s needs? What is your agency missing that creates a barrier/challenge for your patient’s health and well-being?

Clinical Discussion and Report Out (10 minutes): Following your presentation, each clinical team will take a few minutes to discuss the case. Each group will report back to the class, focusing on providing feedback to the clinical question(s) or learning outcome presented.
PART THREE: REFLECTION:
Written Case Presentation Reflection Paper (To be submitted via Canvas one week after the case presentation discussion)

This reflection paper should provide an overview of the suggestions made by your clinical team. You are required to include what you have learned from your clinical question(s) or learning outcome(s). Explain how the IPAT results relate to the work that has been done with your patient and what can be provided in the near future to improve their treatment outcomes. Your written case reflection should be no more than 2 pages, single-spaced.

You are also asked to create two (2) additional summary PowerPoint slides entitled “Clinical Team Recommendations” and “Clinical Self-Reflection” to add to your previous slides (total of at least 6 slides).

This presentation will be uploaded to your Seelio Portfolio.

We do not learn from experience... we learn from reflecting on experience.

- John Dewey
Simulated Final Exam
30 points

This course will prepare you with the skills necessary to complete an effective intervention with a simulated, clinically relevant client/patient encounter. Following May 28, you will sign up for an exam time slot on July 16 or July 23, during which you will receive a case vignette to complete during your specified exam slot.

You will receive a set of case vignettes approximately 2 weeks prior to the final exam to review and prepare; each student will be randomly assigned one case for their exam. Grades will be assigned based on evaluations completed by the simulated patient and course instructor. You will also complete clinical documentation and a self-evaluation immediately following your session.
Course Outline, Readings and Assignments*

MAY BE REVISED BY INSTRUCTOR TO FIT NEEDS OF THE COURSE

May 7
Introductions and Overview of Course & Policies
Review of course expectations & syllabus
Assessment of Current Knowledge and Interest

Required Readings:
NASW CODE OF ETHICS
NURSING CODE OF ETHICS
PHYSICIAN CODE OF ETHICS
PSYCHOLOGIST CODE OF ETHICS
CASE MANAGERS CODE OF ETHICS

May 14
Framework to Integrated Health & Integrated Health Models in Practice

Required Readings:

Assigned Readings:

May 21:
Overview of SBIRT, Begin Simmersion

Required Readings:


May 28:
No Class
June 4: Integrated Health Screening Tools

Required Readings:


June 11: Understanding Health & Mental Health Disorders: Chronic Illness, the DSM-5 and ICD-10 Billing Requirements

Required Readings:


June 18: Brief Interventions: MI, Brief CBT Model, and Brief Support Groups in Practice

Required Readings:
http://search.alexanderstreet.com.proxy.lib.umich.edu/view/work/1779157


**Course Outline, Readings and Assignments* SUBJECT TO CHANGE**

**June 25:** Brief Interventions  
Practice Skills Day - Joined Class, Rm B780  
Recording, Self-feedback evaluation and peer critique evaluation

**July 2:** Referrals and Psychopharmacology  
*******In-Class Quiz*******

Required Readings:


Recommended Readings:

Course Outline, Readings and Assignments* SUBJECT TO CHANGE*

July 9: Navigating Resources and Identifying Human Trafficking in Care
Child Sex Trafficking in America: Identifying Sex Trafficking
JOIN SECTION 2
Complete VCE training: Child Sex Trafficking in America
Upload certificate of completion onto Canvas


July 16: Simulated Final Exams

July 23: Simulated Final Exams
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-ADAcompliance@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!