WELCOME AND THANK YOU FOR CHOOSING TO BE IN THIS CLASS!

It is an both a challenging and exciting time to be a part of Social Work practice in health care and efforts to further develop and implement effective integrated care models with improved linkages between mental health, behavioral health and primary care settings. It is particularly exciting for social workers who are ideally suited to meet the need for skilled integrated health care professionals. Social Workers are trained to work collaboratively with interprofessional teams of providers, are prepared to work flexibly in a variety of roles and functions, and possess the necessary skills to engage with highly diverse populations. As healthcare requires an ever more collaborative and effective interprofessional team, social workers are in a strategic position to redefine their place in healthcare and address emerging workforce needs as health care leaders and providers.

My commitment is to provide organized, meaningful course material and opportunities for learning. Students are invited and expected to be actively engaged in the learning process by coming to class fully prepared, ready, willing and able to contribute to meaningful discussion and learning. **I look forward to what we will experience and learn together!**

The syllabus serves as our guiding contract agreement for the term. You are responsible for thoroughly reading it by the beginning of the second week of class. Please initiate asking questions to ensure your understanding of the plan for our course including assignments, grading rubrics and due dates.

*Changes may be made in the syllabus as appropriate at any time at the instructor’s discretion.*
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“Knowing is not enough; we must apply.
Willing is not enough; we must do.”
—Goethe
MY TEACHING PHILOSOPHY

LEARNING IS IN SERVICE TO OUR CLIENTS.

RELATIONSHIP FOCUSED PARTNERSHIP: MUTUAL LEARNING COMMITMENT

Many times learning experiences can be approached from expectations of what we will get from them. This approach focuses on the professor giving information and the student getting information. Relationship-based learning focuses instead on mutually “giving, getting and growing” together as we learn with and from each other and will be the learning philosophy used as the foundation for this course. My commitment is to provide organized, meaningful course material and opportunities for learning.

INTENTIONALITY

Intentional learning is not passive, but rather is focused on actively pursuing your learning goals. It happens when one intentionally chooses: what they want to achieve in this class, why these goals are important to them and how they engage and invest to reach these goals.

I invite you to enter this class with the intention that you are going to engage and invest in this intentional experience of learning.

INCREMENTAL SKILL BUILDING AND LEARNING

The class assignments are designed to be incremental, building and demonstrating core competencies over time with a variety of smaller assignments rather than focusing on only a few larger assignments.

HOW WE COMMUNICATE WITH EACH OTHER

It can often be easier to talk about people than talking with them. Talking with people often requires taking the risk to be honest, courageous and humble about our own feelings. Providing feedback is a core competency all social workers need and we will use this class to further develop this skill.

We take responsibility to talk WITH each other rather than ABOUT each other.

Please provide feedback on your learning needs, how the class is going for you and suggestions for improvement throughout the class. We will do a mid-term and final evaluation, however the opportunity to respond to feedback is much more beneficial for 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 with your class colleagues and myself as they arise.
**Guiding Principles and Commitments for Learning**

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 acknowledge and take appropriate responsibility for the impact of our behaviors and actions. 
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 find ways to be curious and humane in our interactions. 
Please see more detailed guiding principles in posted Canvas document

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**EXPECTATIONS OF STUDENTS**

**PERSONAL ACCOUNTABILITY IN LEARNING**

Personal Accountability shifts the focus from not solely being about what one is taught, to self-determination and 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.

Students are invited and expected to be active and engaged partners in the learning process by coming to class prepared, ready, willing and able to contribute to meaningful discussion and learning.

An optimal individual learning experience is one that is active, self-directed and requires engagement.

**PROFESSIONAL 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 own beliefs and values, that we do not commit the very acts of aggression, devaluation, marginalization, disenfranchisement and dismissal of others we are trying to prevent and advocate not happen to others or ourselves.
APPLICATION OF NASW CODE OF ETHICS AND PROFESSIONAL USE OF SELF IN THE CLASSROOM

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 not only for clients, but for colleagues and employers as well.

- “Social workers should treat colleagues with respect...” “Social workers should avoid unwarranted negative criticism of colleagues in verbal, written and electronic 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 2.01a and b)
- 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. See Use-of-Self documents on Canvas.
- As professionals, you are expected to maintain confidentiality and respect differences. You are asked to honor confidentiality of the information shared by professor, colleagues and guest speakers in order to support a safe atmosphere for sharing and learning.

For further elaboration of the values and ethical standards inherent in social work, students are encouraged to access the Code of Ethics in the UM SSW Student Guide or at https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzeI%3D&portalid=0

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. They are also critical 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” with predictability, reliability and consistency is an important core competency for this class.

Our colleagues and guest speakers who are sharing ideas, feelings, and experiences have a right to anticipate and receive our presence and demonstration of 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 throughout this semester in 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. 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).  **Students are expected to take pair/share and small group activities seriously as each students learning is dependent upon each other’s engagement.**

**DIGITAL CITIZENSHIP: USE OF PHONES, COMPUTERS AND ELECTRONIC DEVICES**

The concept of “digital citizenship” is a complex topic that has become increasingly important and will continue to evolve as we explore the impact of technology on individuals and communities. In this class, we will be intentional about digital etiquette and respectful and ethical use of electronic devices for professional use. 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.**
- Audio and/or video recording in class of lecture and/or class discussion is prohibited without written permission of professor and students.

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 automatic associated deductions.

**ATTENDANCE and ABSENCE POLICY: Please be Here and be “Present”**

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 by make-up work. Therefore, both your learning and the learning of your colleagues are benefitted by your attendance. The School of Social Work Class Attendance Policy
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). Class grades include evaluation of attendance, participation and engagement. This class focuses on learning and demonstrating competencies in service to our clients. Grades are based on points earned through demonstration of competency and class participation.

Life happens and each individual may have absences from personal choices made regarding prioritization of competing demands as well due to uncontrollable events and circumstances. Absences ARE NOT EVALUATED as “excused” or unexcused but rather as a reality that may occur and also acknowledged as events that impact competence learning and service to clients. Therefore, an opportunity is given to learn and demonstrate missed competencies when one is absent from class for any reason. Since course grades are based on demonstration of competency, students who choose NOT to submit Make-Up Competency Assignments for ANY absence within the required make-up timeframe will receive a 2 point competency deduction per each class missed.

COMPETENCY DEMONSTRATION MAKE-UP ASSIGNMENTS

- Students are asked to notify me of any planned absence with as much advanced notice as possible and provide notice of an unanticipated absence as soon as they are reasonably able to make contact.
- Completion of Make-up Competency Assignments are to be self-initiated by students who choose to do make-up work after any absence and must be submitted no later than the second class period following the absence unless otherwise agreed upon in advance with the professor. Make-up assignments will be graded as Pass-Marginal-Fail.

Standard Make-up Competency Assignment for All Absences

1. Complete required readings for missed class.
2. Obtain any handouts distributed in class, class notes, announcements and any other information covered in the missed class.
3. Review class Powerpoint posted on Canvas including watching any embedded video(s) if applicable.
4. Complete a 2-3 page double spaced typed paper addressing:
   - Integrative summary that illustrates completion of assigned readings, review of class powerpoint and relevant handouts and articulation of take-away knowledge to demonstrate learning/competency application
   - No APA referencing is needed for this make-up assignment.

More than 3 absences FOR ANY REASON will result in non-credit, non-passing grade for the course due to the significant percentage of the course missed which CANNOT be addressed with make-up assignments.

Partial Absences

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 include any one of the following: Lack of engaged presence due to use of electronic devices for non-class related activities during class, late arrival after class start time, late return from break after class has resumed and/or early departure before class ends.
COMPLETE REQUIRED READINGS

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 varying from week to week, but overall, assigned readings per week over the semester are consistent with graduate level workload expectations. Required readings have 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.

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

Required Readings
Required readings consist of selected relevant peer-reviewed articles which are provided in Canvas. You may also be assigned websites to review and podcasts to listen to. Additional readings are provided to cover a larger area of diversity within each of our topics. Some assignments will require additional literature searches and readings in order to meet assignment criteria.

Additional Readings
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 presentation of material. You need to use multiple sources and synthesize them. Do not heavily rely on direct quotations from your sources; instead summarize concepts in your own words.

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

Selected Relevant 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

Ethnicity and Health
Social Science and Medicine
Journal of Health and Social Behavior
American Journal of Public Health
Health Education and Behavior
Journal of Adolescent Health
Journal of Gerontology
Journal of the American Medical Association
Journal of Psychosocial Oncology
Pediatrics
Social Work in Public Health
Other Relevant Texts for Reference


Useful Websites


National Library of Medicine, Medline Plus Health Information [http://medlineplus.gov/](http://medlineplus.gov/)

CDC Women’s Health [http://www.cdc.gov/Women/](http://www.cdc.gov/Women/)

CDC Lesbian/ Bisexual Health [http://www.cdc.gov/lgbthealth/women.htm](http://www.cdc.gov/lgbthealth/women.htm)


CDC LBGT Health [http://www.cdc.gov/lgbthealth/about.htm](http://www.cdc.gov/lgbthealth/about.htm)


CDC Minority Health and Health Equity [https://www.cdc.gov/minorityhealth/index.html](https://www.cdc.gov/minorityhealth/index.html)

United States Department of Health and Human Services [https://minorityhealth.hhs.gov/](https://minorityhealth.hhs.gov/)

ACADEMIC CONDUCT AND HONESTY
UM 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** (use of someone else’s work, obtaining or sharing tests from previous semesters, re-use of one’s own work/assignments from other classes without acknowledgement), plagiarism (verbatim copy of another’s material and not acknowledging the direct quotation or unacceptable paraphrasing which does not use one’s own words and structure, and failure to acknowledge that the content is not original) and/or aiding and abetting academic 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 integrity and plagiarism. Please refer to the Student Guide to the Master’s in Social Work Degree Program or see http://www.lib.umich.edu/academic-integrity/resources-students

### ABOUT THE COURSE

**Course Description**
This course teaches practice models and multi-level methods of intervention for effective social work practice in health care, including health promotion, disease prevention, assessment, treatment, rehabilitation, continuing care, and discharge planning. Examples of topics covered include the use of the current ICD system in assessment, screening and early intervention, workplace health promotion, crisis intervention, intervention in major catastrophic or chronic diseases such as cancer, cardiovascular disease, HIV/AIDS, and depression; promotion of optimal adaptation to chronic illness through interpersonal, organizational, and environmental interventions; self-help and mutual aid, rehabilitation and continuing care, supporting caregivers and integrative and complementary interventions. Selected issues and methods in supervision and management are addressed, such as individual, peer and workgroup models on practice. The impact of differences in ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation will be examined, as these relate to various health practices, policies and services.

**Course Content**
This course will provide students with models and methods for positive health promotion, prevention of disease, the provision of comprehensive and effective treatment when illness occurs, and for promotion of rehabilitation and optimal adaptation to chronic illness. Assessment, prevention and intervention strategies for use in health care social work practice at the individual, family, group, community and organizational levels will be addressed. Students will learn how to assess, plan, develop, and evaluate appropriate evidence-based interventions and how to use selected supervisory and managerial strategies to enhance positive outcomes for consumers. A major focus of this course will examining the various diversity dimensions (ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation) as it relates to access to care, appropriateness of services and emerging prevention, intervention and rehabilitation interventions.

**Course Objectives**
Students who complete this course will be able to:
1. Engage in evidence-based practice as a professional social worker in health organizations and programs.
2. Participate as an interdisciplinary team member; engage in case advocacy and coordination and in case conferencing and collaboration.
3. Assess and conduct psychosocial health risk/strengths assessments of individuals, families, groups or communities along a continuum of care.
4. Demonstrate understanding of the current ICD system assessment process.
5. Plan, implement and evaluate culturally and gender sensitive individual, family, group, community and organizational interventions focused on prevention, treatment and/or rehabilitation.
6. Apply knowledge of selected managerial practices to issues of supervision, staff development, and administration in health care social work practice.
7. Build partnerships with key health constituencies for the purposes of health promotion, disease prevention and elimination of health disparities.
8. Examine the impact of differences in ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation as these relate to various health practices, policies and services.
9. Incorporate social work values and ethical principles in planning, developing and implementing health care social work interventions.

Students will also develop skills and knowledge which 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.

Students will also develop skills and knowledge which reflects the Core Competencies for Integrated Health as identified by NASW Standards for Social Work Practice in Health Care: Ethics and Values, Knowledge, Cultural and Linguistic Competency, Screening and Assessment, Care Planning and Intervention, Advocacy.

**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.

**Theme Relation to Multiculturalism & Diversity**

Addressed throughout the course and is highlighted in content and discussions of various health practices, policies and services related to the key diversity dimensions.

**Theme Relation to Social Justice**

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

Theme Relation to Behavioral and Social Science Research
is presented throughout the course and includes findings from evaluation, prevention and intervention research in social work, medicine, nursing, public health, and health services research as well as health psychology, medical sociology, medical anthropology, health economics, and political science.

Relationship to SW Ethics and Values
This course will emphasize working on behalf of the most disadvantaged persons and groups at greatest risk of various negative health outcomes. Special emphasis will be placed on advocacy and environmental modifications. Issues related to specific health practices, managed care, client self-determination, confidentiality, dignity, HIPPA, and associated legal, ethical, and value concerns will also be addressed.

INTENSIVE FOCUS ON 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 injustices and are consistent with scientific and professional knowledge. 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 in the context of social work in health care.

RELATIONSHIP OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES
Social work ethics and values will be addressed in this course using the NASW Code of Ethics. This course will increase awareness of the medical-ethical issues and decision making in healthcare delivery and discuss the impact of social workers values and reactions to these issues.

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

Writing Skills
Strong writing and communication skills are essential to effective professional 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)

Writing labs are available through the Sweetland Writing Clinic in Angel Hall: http://www.lsa.umich.edu/sweetland/
English Language Institute http://www.lsa.umich.edu/eli

APA format is the definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing. Please refer to 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 paper text (i.e. Brown 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.
Commonly occurring life experiences (i.e. multiple demands/busy schedule, traveling, computer problems) are NOT considered grounds for exceptions for late assignments without deductions. Late deductions will be one point for the first day past the due date and one-half point for each day thereafter.

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
- 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 by assigned due date

Graduate school standards anticipate that for every credit hour spent in the classroom, students will spend commensurate time outside of the classroom to complete readings and assignments at a level of mastery. Time constraints are validated as a part of life. We will seek to acknowledge that due multiple factors such as one’s individual situation, goals, demands, priorities and choices, not every assignment may be completed at exceptional mastery level and still meaningful learning can still occur.

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 and professional use-of-self and class participation as defined in course documents using a 100 point system.

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 by the last scheduled day of the course**.

- If more than one-third of the required course assignments are incomplete and/or more than 3 classes are missed, an incomplete grade will not be given & credit for the course is NOT possible.
- In fairness to all students, incomplete grades will not be given based on requests for time extensions to complete assignments without a compelling reason and sufficient justification provided beyond common life experiences of having limited time or multiple class deadlines.
- **Students are responsible for initiating advanced contact with the instructor to request an incomplete grade and to establish a specific plan for completion.** If no contact has been initiated by the student with the instructor regarding incomplete work and/or no specific plan has been established to complete work by the last day of class, a grade will be given based on the completed work submitted thus far. This may potentially result in a grade which carries no credit.

I am open to discussing the possible option to accept a revision of a regular written assignment that was turned in by original due date when a student initiates this request and provides rationale for request.

### ASSIGNMENT SCHEDULE OVERVIEW

**Assignments are designed with the goal of incremental learning to allow time to process and build upon smaller sections of our learning goals.** Class assignments are intentionally designed to be build and demonstrate core competencies and skills over time with a variety of **smaller assignments** rather than focusing on only a few larger assignments. So, please consider not simply the number/frequency of assignments in perception of workload, but also the total deliverables.

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<tr>
<th>Assignments</th>
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<tr>
<td>Standardized Patient Bio Psychosocial Spiritual Assessment</td>
<td>May 21</td>
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<tr>
<td>Bio Psychosocial Spiritual Assessment Documentation</td>
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<td>Anatomy of an Illness: Part 1</td>
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<td>SBIRT On-Line Training &amp; Reflection</td>
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<td>Capstone Case Presentation/Summary</td>
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<td>Professional use of Self &amp; Participation Form</td>
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### ASSIGNMENT DESCRIPTIONS

See Canvas Assignment Instructions for more detailed information and grading rubrics for each assignment. **Assignments total 100 points for the semester. YOU ARE STRONGLY ENCOURAGED TO DISCUSS YOUR ASSIGNMENTS WITH YOUR FIELD**
INSTRUCTOR TO INCREASE INTEGRATIVE OPPORTUNITIES AND TWO-WAY APPLICABILITY BETWEEN THE CLASSROOM AND THE FIELD.

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; NASW SW in Health Care Standard 5. You will be joining other class colleague(s) to research and present an assigned screening tool to the class.

Standardized Biopsychosocial Spiritual Case Scenario 10 points
Purpose: Using this “standardized client” framework you will be developing BPSS Assessment skills while creating a patient/client scenario for use in-class skill building activities. SAMSHA competencies 1, 3, 4, 5, 6 and 8; NASW Standard 5.

BioPsychosocial Spiritual Written Assessment 10 points
Purpose: Develop accurate documentation of assessment, intervention and planning skills which effectively contribute to client/patient care plan and assist interprofessional care team. SAMSHA competency 3, 4 NASW standard 10.

Anatomy of a Chronic Illness Paper: Part 1 and 2 20 points total
This assignment will be done over the course of the semester in two distinct parts.
Purpose: This will provide you with an opportunity to apply a wide variety of course concepts and to better understand the client perspective of chronic illness. SAMSHA competency 3-7; NASW standard 1, 3, 4, 5, 6.

On-Line SBIRT Training & Reflection Paper 10 points
Purpose: SBIRT stands for Screening, Brief Intervention and Referral to Treatment. This assignment provides an opportunity for skill-building related to substance abuse screening and early intervention. SAMHSA Competency 1, 3, 5, 6; NASW Standard 5, 6.

Sexual Health Self-Selected Article of Interest: Written Summary and Class Presentation 10 points
Purpose: This assignment provides you the opportunity to choose a peer-reviewed article of your own interest related to specific July 9 class topic on Sexual Health. Transferable skills will be developed including doing health-related literature searches, exploring the vast diversity of a specific health topic, clinical skills in discussing challenging health topics with clients, diversity responsiveness, etc. SAMHSA Competency 3-6; NASW Standard 3-7.

Clinical Capstone Presentation: Bio Psychosocial Spiritual Assessment and Evidence-Based Treatment Plan Class Presentation/Discussion and Capstone Summary Paper 15 points
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. You will be using a real clinical experience with a client for this assignment. You will need to thoughtfully consider and honor client confidentiality, agency protocols and relevant ethical considerations. Again, I encourage you to discuss this assignment with your field instructor for their input and guidance. SAMHSA Competency 1-9. NASW Standards 1, 3-10.

Social Work Role and Values Articulation: “Elevator Speech” 5 points
Purpose: This final assignment is designed to help you articulate your role and your values as a health care social work both to your interprofessional team and to your clients/patients. NASW Standard 2.
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.

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 and current events related to health and healthcare delivery. The quality of participation is important and effectively comes from reading the assigned readings, analyzing theories and concepts and then noticing how to apply them to working with clients and organizations. Expectations are further defined in a separate Canvas document called Professional Use of-Self and a Class Participation Self-Evaluation Rubric document.

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

SUBMISSION OF WRITTEN ASSIGNMENTS
Students are responsible for reading the assignment instructions and grading rubrics and self-monitoring due dates. Please read assignments information by 2nd week of class and ask questions early in the term to avoid assignment completion difficulties.

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
• 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 by assigned due date

Due to vision accommodation needs of the instructor, paper copies of written assignments are to be submitted at the beginning of the class on the due date 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 assignment to class or to my office by the assignment due date and time.

POLICIES, RESOURCES & GENERAL INFORMATION

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 we can make every effort to meet your needs in a timely and effective way. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a
list of appropriate accommodation forms, is available here. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

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

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

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.

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.

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

**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** to facilitate appropriate accommodations and arrangements to obtain class materials and coordinate Competency Make-up assignments. 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.

**Military Service**
Students who will be absent during the semester due to military service should notify me **as soon as possible** to facilitate appropriate accommodations and arrangements to obtain class materials and coordinate Competency Make-up assignments. Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.

**STUDENTS WITH DACA OR UNDOCUMENTED STATUS**
The University of Michigan has a resource page for students with DACA or undocumented status. “This website seeks to provide information and resources for current and prospective undocumented and DACAmented students at the University of Michigan (U-M).” https://undocumented.umich.edu

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Learning is in service to our clients.
# Course Schedule, Learning Opportunities and Assigned Readings

## May 7  
### Course Overview
- Social Work Practice in Health Care
- Integrated Health: Physical, Mental and Behavioral Health
- Intersectionality
- Core Social Work Skills: SAMHSA Competencies
- NASW Standards for Social Work Practice in Health Care Settings
- Social Work Roles and Interprofessional Team Functioning

**Required Reading**


**Optional Readings:**


## May 14  
### What We Bring to Assessments: Implicit Bias
- Biopsychosocial Spiritual Assessments and Mental Status Exam
- Person Centered Care
- Cultural and Diversity Considerations
- Life Span Context
- HOPE Assessment Questions (Anandarajah & Hight, 2001)

**Required Readings:**


Listen to Podcast on Biopsychosocial Spiritual Assessment
http://podbay.fm/show/216662405/e/1169470860?autostart=1

Cultural Cues for Clinicians

Cultural Assessment

**Optional Readings:**


“Standardized Client” Biopsychosocial Spiritual Assessment
Scenario Due
Skill Building: Narrative Therapy
Therapeutic Engagement: Helping Clients Tell Their Stories
Screening/Assessment Tool Review: ROPES Assessment (Saleebey, D., 2008)

Required Readings:


Optional Readings:


May 28

NO CLASS: MEMORIAL DAY HOLIDAY

June 4

Biopsychosocial Assessment from Class Interview Due
Skill-Building: Single Session Interventions
Solution Focused Interventions
Documentation Principles
Screening/Assessment Tool Review: GAD-7

Required Reading:

Optional Readings


June 11
#5

Anatomy of an Illness: Part 1 Due
Adjustment to Illness Models
Meaning of Illness; Living with Chronic Illness
Transitional Care
Screening/Assessment Tool Review: PHQ-9

Required Readings:


Optional Readings:


June 18
#6

Models of Change and Patient Activation
Skill Building Motivational Interviewing
Clinical Formulation and Intervention Planning
Screening/Assessment Tool Review: Duke Health Profile

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:**


U. S. Department of Health and Human Services Substance Abuse and Mental Health Service Administration: Enhancing motivational change in substance abuse treatment.
https://store.samhsa.gov/shin/content/SMA13-4212/SMA13-4212.pdf


**June 25**

**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:**

**Optional Readings:**


**July 2**

**Trauma Informed Practice and Crisis Interventions**

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

**Reasons to Live Inventory (Linehan)**

**Required Readings:**

Listen to podcast on suicide assessment: http://socialworkpodcast.blogspot.com/

**Optional Readings:**


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**Article of Choice Written Summary and Class Presentation/Discussion Due**

**Human Sexuality and Expression**

**Sexual Health Assessment**

**Required Reading:**

*Select either one of the following articles OR choose another peer reviewed journal article of your choice regarding sexual health and implications for social work practice. Be prepared to present/discuss your article in class.*


**July 16**

**#10**

**Anatomy of an Illness: Part 2 Due**

**End of Life Assessment and Intervention**

Palliative Care and Hospice
Advanced Directives & Durable Power of Attorney for Health Care
Screening/Assessment Tool Review: *Katz Index of ADLs*

**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.authcheckdam.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
July 23
#11

CAPSTONE CASE PRESENTATION and PAPER
Class Participation Self-Evaluation Rubric Form Due
Revised Elevator Speech Due
Planning for Future: Leadership
Professional Resiliency
Course Summary and Take-Aways
Revisit SAMHSA Core Competencies

Required Readings

Optional Readings:


Thank you for a meaningful semester of learning together!