SW 630, Section 001  
Advanced Clinical Social Work Practice in Integrated Health  
Winter, 2019  
Wednesdays 9:00 a.m.-12:00 noon  

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Please put SW630 in the subject line. Please allow 24-48 hours for email response Monday-Friday. Email is not monitored regularly on weekends.

Office Hours: I welcome meeting with any and all of you throughout the semester and am happy to make individually scheduled appointments to ensure that you have access to talk with me to discuss any class questions or concerns. I am usually available in the classroom prior to and after class and have regular office hours and welcome discussing your questions or concerns.

Scheduled Office Hours: Tuesdays 2:00-5:00 p.m. and Thursdays 8:00 -11:00 a.m. and by appointment. I am regularly available other times, so feel free to stop in and/or schedule a time to meet.

WELCOME!  THANK YOU FOR BEING IN THIS CLASS
Mounting evidence demonstrates that separated, unresponsive, and fragmented healthcare is ineffective, costly, and unsustainable. There is increased need for social workers who are trained and competent in integrated health models and who can provide collaborative, team-based, behavioral and mental healthcare that is integrated with physical care.

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.

This syllabus serves as our guiding contract agreement for the term. You are responsible for reading it no later prior to our second class session. You are responsible for reading assignment instructions/grading rubrics and self-monitoring of assignment due dates.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Bio Psychosocial Spiritual Assessment Standardized Patient</td>
<td>Jan. 23</td>
<td>10</td>
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<tr>
<td>Documentation of Bio Psychosocial Spiritual Assessment</td>
<td>Jan. 30</td>
<td>10</td>
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<td>Leadership Project Check-In</td>
<td>Feb. 13 and March 20</td>
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<td>Pharmacology Group Assignment</td>
<td>Feb. 27</td>
<td>10</td>
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<td>SBIRT On-Line Module</td>
<td>March 13</td>
<td>15</td>
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<td>In-Class Activities/Role Plays</td>
<td>Ongoing</td>
<td>20</td>
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<tr>
<td>Assessment and Screening Toolbox</td>
<td>Variable</td>
<td>10</td>
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<td>Leadership Project Proposal</td>
<td>April 10</td>
<td>10</td>
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<tr>
<td>Elevator Speech</td>
<td>April 17</td>
<td>5</td>
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<tr>
<td>Completed Professional Use of Self Form</td>
<td>April 17</td>
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All assignments are due and should be submitted to Canvas no later than 11:59 p.m. on the night BEFORE the due date.

Please also bring a hard copy of your assignment to class to turn in as well.

Please feel free to initiate asking questions early in the term to ensure you understand the plan for the course including assignments and due dates.

Course assignments, class powerpoints and other relevant documents can be found on Canvas at [https://canvas.umich.edu under Files](https://canvas.umich.edu).
“Knowing is not enough; we must apply. Willing is not enough; we must do.”
—Goethe

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

*Learning is in service to Our clients.*
1. ABOUT THE COURSE

1.1 COURSE DESCRIPTION
This course will introduce social work students to the direct practice of integrated behavioral health in primary care. Students will become more knowledgeable regarding the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. Students 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.

1.2 COURSE OBJECTIVES

CSWE CORE COMPETENCIES IN INTEGRATED HEALTH
This course will address and support competency development in the CSWE Integrated Health competency areas:
1. Interpersonal Communication: ability to establish rapport quickly and to communicate effectively with consumers of healthcare, their family members and other providers.
2. 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.
3. Screening and Assessment: 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: 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. Informatics: The ability to use information technology to support and improve integrated healthcare.

Educational Policy and Accreditation Standards (EPAS) 2015
This course will address and support competency development in the following CSWE identified core competency areas:
Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

1.3 COURSE DESIGN FORMAT

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 and demonstrate course concepts and skills will be emphasized.

Note Taking: Why Powerpoint Presentations are posted AFTER class
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. I will often provide note-taking outlines to assist with lecture notes.

"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

1.4 RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES

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

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

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

Behavioral and Social Science Research will be explored and read 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.
1.5 INTENSIVE FOCUS ON PRIVILEGE, OPPRESSION, DIVERSITY AND SOCIAL JUSTICE
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.

1.6 RELATIONSHIP OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES
Social work ethics and values will be addressed in the context of the NASW Code of Ethics. This course will increase awareness of the intersectionality of medical ethics, social work ethics and bioethics. Students will evaluate ethical issues involved in medical-ethical issues and dilemmas and decision making in health social work and discuss the impact of the social worker’s values and reactions to these issues.

2. MY TEACHING PHILOSOPHY

2.1 LEARNING IS IN SERVICE TO OUR CLIENTS.

2.2 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 this 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.

2.3 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.
2.4 INCREMENTAL SKILL BUILDING AND LEARNING

The course assignments are designed to be **INCREMENTAL**, building and demonstrating core competencies over time with a **variety of SMALLER** assignments rather than focusing only on a few larger assignments.

2.5 HOW WE COMMUNICATE AND INTERACT 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. 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**

1. Our commitment to learning is in service to our clients.
2. We commit to maintaining a confidential space for open discussion and keep what is shared in class by a specific individual confidential and do not repeat classroom remarks that link a person with his/her/their identity.
3. We seek to replace assumptions with curious questions and invitations to share and listen.
4. We seek to diminish fear, shame and blame that immobilizes the learning process.
5. We find ways to be curious and humane in our interactions.
6. We expect to make mistakes and will honor this as a valuable part of the learning process.
7. We view the challenges of not yet “knowing” as a part of life-long learning and as preferable to stagnation and ignorance.
8. We validate that there is a difference between being uncomfortable and being unsafe.
9. We seek mutual growth, learning and benefit from sharing with each other.
10. We respect even when we disagree or have conflict. Disagreeing, not disconnecting.
11. We recognize and honor that each person is at a different point in their life learning and experience.
12. We will not assume or pre-judge the intent or motivation of others.
13. We will explore multiple perspectives on a topic, trying to understand and practice empathy, and respect that others may have a different lens than our own. We also understand that different perspectives may be attached to different positions of power.
14. We acknowledge that sexism, classism, racism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, size, geographic location etc.) exist and may surface from time to time.
15. We recognize the differences between intent and impact and acknowledge the implications of both.
16. We acknowledge and take appropriate responsibility for the impact of our behaviors and actions.
17. We will practice forgiveness as we are learning and growing. However, we acknowledge we are not entitled to someone’s forgiveness and it should not be presumed.
18. We will be aware of what we carry into the classroom space with us-- our mood, energy, experiences, beliefs, values...and what we carry out.
19. We will notice our preferences and resistances.
20. We will commit to moving outside our comfort zones to our learning edges. We may experience conflict, feel annoyed, anxious, angry, confused or defensive or some other feeling that may be uncomfortable. We will use these as a part of the learning experience to expand our knowledge and understanding.
21. Others you would like to add.....

*Sources: CRLT; Forward Space Guidelines by Zaharaa Hadi and Aubree Sepler, UM Program on Intergroup Relations.

2.6 DIVERSITY, EQUITY AND INCLUSION

"The University of Michigan cannot be excellent without being diverse in the broadest sense of that word. We also must ensure that our community allows all individuals an equal opportunity to thrive.” -Mark Schlissel, President

At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge.

**Diversity:** We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective.

**Equity:** We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

**Inclusion:** We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

**Learn more about SSW DEI and how to get involved**
https://ssw.umich.edu/about/diversity-equity-inclusion/toolkit
https://diversity.umich.edu/about/defining-dei/
3. EXPECTATIONS OF STUDENTS

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

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings posted for each week prior to each class as these will serve as the foundation for class discussions, activities and assignments.

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

3.2 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 while also being willing to stretch past our comfort zones
✓ 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.

3.3 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, Standard 2)

- 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

3.4 CLASS PRESENCE
Showing up for class is not enough. Presence is about how you show up, who you demonstrate you are in the class and what attitude and intention you bring.

Presence is a professional skill. Being present is more than just “showing up.” It involves attention and intention. 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.

Presence is crucial 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 share their thoughts, feelings, and experiences with us have a right to anticipate and receive our presence and demonstration of professional use-of-self.

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 both oneself and the class as a whole.

3.5 PARTICIPATION AND PROFESSIONAL USE-OF-SELF
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.

Students are expected to speak in class and should be prepared each week to initiate and to be called on for knowledgeable sharing of their understanding, ideas, reactions and applications from readings and integration across progressive weeks of class.

Participation is not simply about frequency, but also about the level and quality of preparedness and thoughtful and integrative analysis and application of concepts. Some may feel uncomfortable speaking in class. In service to our clients, we must learn to use our voices on their behalf. Class participation provides the opportunity to develop speaking, advocacy and discussion/facilitation/persuasion skills, as well as the ability to listen effectively. Thus, verbal participation and clinical role playing will be an opportunity to practice and develop skills even when it can be sometimes challenging and/or uncomfortable.
Ways to contribute to our class learning include your valuable suggestions, appropriate amplifications, alternative interpretations and perspectives, constructive criticism and relevant observations. Students are expected actively participate in and take pair/share and small group activities seriously as each student’s learning is dependent upon each other’s engagement.

In addition to responding to questions and discussions in class, there are a number of ways to prepare to speak in class which may make it less uncomfortable including:

- Prepare a response to share in weekly check-ins
- Preparing a comment about the assigned readings
- Bring an example, experience, observation of how course material applied to real life clinical situations
- Prepare and raise a question you have been pondering to the whole class
- Prepare a response to share in weekly check-out

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

The concept of “digital citizenship” is a complex topic that has become increasing 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, taking 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 supported 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.
- 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.
3.7 CLASS ATTENDANCE 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 states: “It is expected that students attend classes and instructors are encouraged to monitor attendance.” Attendance, participation and engagement are expectations and requirements. The Policy on Class Attendance can be found in the MSW Student guide.

Class grades include evaluation of attendance, class participation and engagement to support learning and demonstration of competencies in service to our clients.

3.7.1 Absence Competency Demonstration Make-up Assignments
Life happens and each individual may have absences due to personal choices made regarding prioritization of competing life demands as well due to uncontrollable events and circumstances. You are responsible for all content, discussion and in-class distributed information when absent. Absences ARE NOT determined as “excused” or unexcused” but rather as a reality that may occur, while also acknowledging the reality that an absence impacts competence learning and service to clients. Therefore, an opportunity is given to learn and demonstrate missed competencies for absences for any reason for up to three absences.

Competency Deduction for Absences
Since course grades are based on demonstration of competency, students who choose to take the opportunity to successfully complete an Absence Competency Demonstration Make-Up assignment ANY absence (up to three total absences) within the designated make-up period will have no absence deduction. Those who do NOT choose to complete the competency make-up assignment within the required make-up timeframe will receive a 2 point competency deduction per each class missed. Please see Canvas for Absence Competency Demonstration Make-Up assignment details.

3.7.2 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 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.

3.7.3 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 sufficiently addressed with make-up assignments.
3.8 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 assignments from other classes), 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](http://www.lib.umich.edu/academic-integrity/resources-students) and [https://guides.lib.umich.edu/swintegrity](https://guides.lib.umich.edu/swintegrity) for further information.

4. Additional Policies, Information and Resources

Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](https://ssw.umich.edu/standard-policies-information-resources). They include:

- Safety and Emergency Preparedness
- Mental Health and Well-being
- Teaching Evaluations
- Proper Use of Names and Pronouns
- Accommodations for Students with Disabilities
- Religious/Spiritual Observances
- Military Deployment
- Writing Skills and Expectations
- Academic Integrity and Plagiarism

5. COURSE READINGS & ASSIGNMENT CRITERIA

5.1 COURSE 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.

To fully engage in the course and become a competent and skilled social work practitioner, it is expected that students will complete all required readings posted for each week **prior to each class** session as these will serve as the foundation for class discussions, activities and assignments.

Required readings have been designed to provide you with a basic foundation while giving you freedom to individualize supplemental readings. The amount of assigned reading will varying from week to week, but overall, are consistent with graduate level workload expectations.
Required Course Readings
Required readings are posted on Canvas Website folder “Required Readings” and are organized by class date. You may also look them up through University of Michigan Electronic Journals at https://search.lib.umich.edu/onlinejournals

As you are completing the required readings, actively consider the following questions:

- How would you summarize or paraphrase the reading(s)?
- What are the author(s) main themes and take-away points?
- What did you learn from the reading(s): new concepts, theories, perspectives, terminologies?
- What reflections and/or questions do you have about the readings?
- How does this reading relate to other information about the topic; other course concepts we have discussed?
- How might the information you take from this article apply to your Social Work practice?

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

You are expected and encouraged to do literature searches and additional reading to meet some assignments and to pursue areas of interest.

Relevant Journals
American Journal of Epidemiology
American Journal of Public Health
Ethnicity and Disease
Ethnicity and Health
Evidence-Based Social Work Practice
Gerontologist
Health and Social Work
Health Education and Behavior
Health Psychology
International Social Work
Journal of Adolescent Health
Journal of Aging and Health
Journal of Gerontology
Journal of Health and Social Behavior
Journal of Health Care for the Poor and Underserved

Journal of the American Medical Association
Journal of the National Medical Association
Journal of Psychosocial Oncology
New England Journal of Medicine
Pediatrics
Public Health Reports
Social Science and Medicine
Social Work
Social Work in Health Care
Women and Health
Social Work in Public Health
Social Work in Mental Health

Other Relevant Texts


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). Superior ratings in Professional Use-of-Self will require completion of all assigned readings.

5.2 ASSIGNMENT DESCRIPTIONS AND RUBRICS
Assignments are designed to use a variety of evaluation methods including written papers, classroom roleplays, case presentations and discussions to allow opportunities to address strengths and learning 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.

Written work should incorporate critical thinking, analysis and graduate level writing. You must use and synthesize scholarly literature to support your completion of assignments. Do not rely on direct quotations from your sources; instead summarize them in your own words and provide appropriate citations.

All papers must be typewritten. 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 completion and submission.

5.3 ASSIGNMENT WRITING SKILLS EXPECTATIONS
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 AssistanceCareer Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu).

Writing labs are also available through the Sweetland Writing Clinic in Angel Hall: http://www.lsa.umich.edu/sweetland/ and the 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. Referencing internet sources: http://www.apastyle.org/elecref.html
Key components of APA format to be used in written papers include:
Title page with running head
Double spaced 12 font with 1 inch margins
**Number 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. Jones (2012) states...)
Reference page with all sources at the conclusion of the paper
All direct quotes must be referenced with source and page number

5.4 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 after the due date/time. Late deductions will be one point each day/partial day after the due date/time.

5.5 SUBMISSION OF WRITTEN ASSIGNMENTS
Students are responsible for reading the assignment instructions/grading rubrics and to self-monitor due dates.

All assignments are to be submitted in BOTH of the following ways:
1. **Submitted to Canvas by 11:59 p.m. on the night before the due date.**
2. Due to vision accommodation needs of the instructor, **paper copies of written assignments are also to be submitted** at the beginning of the class on the due date with all pages stapled together including relevant additional materials as assigned and indicated in the assignment description.

6.0 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.

I will provide written feedback and often pose questions and comments to encourage reflection, different perspectives, etc. Please let me know if you have questions and reactions to my comments and wish to discuss them. I am always happy to meet with you.

All assignments will be graded with these criteria:
- Address specific assignment criteria defined in instructions and grading 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/time

Graduate school standards anticipate that for every credit hour spent in the classroom, students will spend 2-3 hours outside of the classroom to complete readings and assignments at a level of mastery. Time constraints are validated as a part of life. We acknowledge that while not every assignment may be completed at the exceptional mastery level of an A grade depending on one’s individual situation, goals and/or choices, that 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.

The total accumulation of points earned reflect competencies demonstrated in the context of one’s normal life challenges regarding time, obligations, multiple demands and the choices each student makes. When considering an individual assignment grade (i.e. 8 out of 10 points earned), think of the score as points earned rather than a percentage. For example, an 8 out of 10 on an individual assignment is not an 80% overall course grade but a loss of two available point out of 100 points. In this example, this would mean that 98 points are still available to be earned.

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

<table>
<thead>
<tr>
<th>A grades</th>
<th>A+ (100), A (95-99), and A- (90-94)</th>
<th>Exceptional, superior mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>B grades</td>
<td>B+ (87-89), B (84-86), B- (80-83)</td>
<td>Adequate mastery</td>
</tr>
<tr>
<td>C grades</td>
<td>C+ (77-79), C (74-76) and C- (70-73)</td>
<td>Limited mastery</td>
</tr>
<tr>
<td>D grades</td>
<td>Below 70 Carries no credit</td>
<td>Deficient mastery</td>
</tr>
<tr>
<td>E grades</td>
<td>No credit</td>
<td></td>
</tr>
</tbody>
</table>

Grades of Incomplete
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 required course assignments are incomplete and/or more than 3 classes are missed, an incomplete grade will NOT be given and 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 well before the last day of class 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.

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

The MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#) provide further details on grading policies. Here are also some resources regarding [testing and grading from CRLT](#).

**DISTRIBUTION OF PAPERS TO STUDENTS**
The federal informational privacy act prohibits anyone other than the student access to that student’s papers. During the semester, papers will be returned directly to students. Hard copy 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 hard copy papers will be destroyed at the end of the semester/grading period through confidential methods provided by the SSW.

**7. ASSIGNMENT SCHEDULE AND OVERVIEW**

Class material can often be emotionally dense and incremental learning can be helpful to allow time to process smaller sections of our learning goals. Class assignments are intentionally 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.

So, please consider not simply the number/frequency of assignments in evaluating workload, but also the total deliverables.

**Assignments total 100 points of written work and in-class activities.**
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bio Psychosocial Spiritual Assessment Standardized Patient</strong></td>
<td>Jan. 23</td>
<td>10</td>
</tr>
<tr>
<td>Documentation of Bio Psychosocial Spiritual Assessment</td>
<td>Jan. 30</td>
<td>10</td>
</tr>
<tr>
<td>Leadership Project Check-In</td>
<td>Feb. 13 and March 20</td>
<td>0</td>
</tr>
<tr>
<td>Pharmacology Group Assignment</td>
<td>Feb. 27</td>
<td>10</td>
</tr>
<tr>
<td>SBIRT On-Line Module</td>
<td>March 13</td>
<td>15</td>
</tr>
<tr>
<td>In-Class Activities/Role Plays</td>
<td>Ongoing</td>
<td>20</td>
</tr>
<tr>
<td>Assessment and Screening Toolbox</td>
<td>Variable</td>
<td>10</td>
</tr>
<tr>
<td>Leadership Project Proposal</td>
<td>April 10</td>
<td>10</td>
</tr>
<tr>
<td>Elevator Speech</td>
<td>April 17</td>
<td>5</td>
</tr>
<tr>
<td>Completed Professional Use of Self Form</td>
<td>April 17</td>
<td>10</td>
</tr>
</tbody>
</table>

**ASSIGNMENTS EXPECTATIONS AND DETAILS**

Expectations and grading rubrics are defined in separate Canvas FILES labeled by assignment.

Please read these at the beginning of the semester so that you are clear about assignments and how grading is done for class participation and in-class activities.

Learning is in Service to Our Clients.
### COURSE WEEKLY SCHEDULE AND REQUIRED READINGS

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

<table>
<thead>
<tr>
<th>Jan. 9 #1</th>
<th>Required Readings</th>
<th>Screening Tool</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Overview</td>
<td></td>
<td></td>
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<tr>
<td>Social Work and Integrated Health Care</td>
<td></td>
<td></td>
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<tr>
<td>Core Social Work Skills: SAMHSA Competencies</td>
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</tr>
<tr>
<td>Bio Psychosocial Spiritual Assessment Introduction</td>
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</tr>
</tbody>
</table>

**Optional Readings:**


NASDAQ Standards for Social Work Practice in Health Care Settings (2016). [https://www.socialworkers.org/LinkClick.aspx?fileticket=fFnsRHX-4HE%3D&portalid=0](https://www.socialworkers.org/LinkClick.aspx?fileticket=fFnsRHX-4HE%3D&portalid=0)

<table>
<thead>
<tr>
<th>Jan. 16 #2</th>
<th>Required Reading</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biopsychosocial Spiritual Assessments Continued</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Status Exam</td>
<td></td>
<td></td>
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<tr>
<td>Cultural and Diversity Factors</td>
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</tbody>
</table>

**Required Reading:**

Social Work BPSS Assessment Podcast
http://podbay.fm/show/216662405/e/1169470860?autostart=1

Cultural Assessment

Review: Cultural Cues for Clinicians

Optional Readings:


Jan. 23

#3

**Standardized Patient” Biopsychosocial Spiritual Assessment Scenario Due**

**Screening/Assessment Tool Review: PHQ9**

Health and Mental Health Intersectionality

Person Centered Care Planning

**Required Reading:**


**Optional Reading:**


Jan. 30

**Documentation of Standardized Patient” Biopsychosocial Spiritual Assessment**

**Narrative Therapy**

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

**Required Readings:**


**Optional Readings:**


Feb. 6

**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](https://www.youtube.com/watch?v=s3MCJZ7OGRk)

**Optional Readings:**


Feb. 13  
#6  
**Screening/Assessment Tool Review:** GAD-7  
**Leadership Project Check-In**  
**SKILL-BUILDING Continued**  
Solution Focused Interventions  
Intervention Plan and Measurement of Outcomes  

**Required Reading:**  
Grande, Todd (2016). Theories of Counseling - Solution-Focused Brief Therapy (Video File)  
https://www.youtube.com/watch?v=ovck87LCd3E  

**Optional Readings**  

Feb. 20  
#7  
**Duke Health Profile**  
**Chronic Illness**  
**Transitional Care**  
**Ambiguous Loss**  

**Required Readings:**  

**Optional Readings:**  


Feb. 27 Pharmacological Competency Group Assignment

**Pharmacology**

**Required Readings:**

**Optional Readings and Resources:**
FDA
[www.fda.gov/drugs](http://www.fda.gov/drugs)

Clinical Practice Guidelines

Drug Information
[www.rxlist.com](http://www.rxlist.com)


March 6  **ENJOY SPRING BREAK: NO CLASS**

March 13  **SCREENING/ASSESSMENT TOOL REVIEW: CAGE-AID; AUDIT/AUDIT C**

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

**Substance Abuse Disorders**

**Required Reading**

Complete On-Line 4 hour SBIRT Training; See Canvas for more information.

**Optional Readings:**


Powers, J., Benningfield, M. & Clinton, B. (2016). SBIRT (Screening Brief Intervention and Referral to Treatment) - A Primary Care Tool to Assess for Substance Use Disorder. Tennessee E-Journal 2(1). http://ejournal.tnmed.org/home/vol2/iss1/5


March 20
#10

Leadership Project Check-In

Human Sexuality and Expression

Sexual Health Assessment

**Required Readings:**

**Optional Readings:**


Reczek, C., Umberson, D. (2012). Gender, health behavior, and intimate relationships: Lesbian, gay and straight context. Social Science and Medicine, 74, 1783-1790.


March 27  Trauma; Intimate Violence; De-escalating Volatile Situations

Required Readings:


Optional Readings:


April 3  Suicide Risk Assessment and Screening

#12  Risk Assessment and Screening
**Required Readings**

**Optional Readings**


**April 10 LEADERSHIP PROJECT DUE**

**Assessment Tool**: Katz Index of Independence in Activities of Daily Living

**End of Life Assessment and Intervention**

**Palliative Care and Hospice**

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

**Required Readings:**
Social Work Assessment Tool (SWAT)  Do practice example rating and bring rating sheet to class for discussion


**Optional Readings:**


American Bar Association Consumer's Tool Kit for Health Care Advance Planning.  
https://www.americanbar.org/content/dam/aba/administrative/law_aging/tooll1.authcheckdam.pdf

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 17

Elevator Speech Revisited Due  
Profession Use of Self Rubric Form Due

Leadership and Interprofessional Team Practice  
Planning for Future; Resiliency  
Course Summary and Take-Aways; Revisit SAMHSA Core Competencies

Required Readings

Optional Readings


https://doi.org/10.1179/096992610X12624290277187

Sargeant, J., Loney, E. & Murphy, G. (2008).  Effective interprofessional teams:  Contact is not enough” to build a team.  Journal of Continuing Education in Health Professions, 28(4), 228-234.


Congratulations and thank you for being a part of our class.