



Course title:	<u>Advanced Clinical Social Work Practice in Integrated Healthcare</u>
Course #/term:	SW 630, 002, Spring/Summer, 2019
Time and place:	Monday, 8-12, [Room TBA]
Credit hours:	3
Prerequisites:	None
Instructor:	Daicia R. Price
Pronouns:	She, Her, Hers
Contact info:	Email: daiciars@umich.edu Phone: 734.615.3079 You may expect a response within 72 hours
Office:	3834
Office hours:	Monday, 12-2, and by appointment

1. Course Statement

a. Course description

The objective of this course is to Introduce social work students to the direct practice of integrated behavioral health in primary care. 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.

b. Course content

Students will become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation.

c. Course objectives and competencies

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

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.

d. Course design

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

e. 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.

f. Relationship to social work ethics and values

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

Students are required to abide by the NASW Code of Ethics while enrolled in the program.

g. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will facilitate PODS learning and support students' development toward: a vision of social justice; learning social justice processes; applying intersectional and intercultural frameworks; and overall strengthening of critical consciousness, self-knowledge, and self-awareness.

2. Class Requirements

a. Text and class materials

- Readings can be accessed by utilizing the University of Michigan Online Library
 - 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 and utilize recommended readings for reference.
- Readings will be posted at least one week in advance.

b. Class schedule

Date/Time	Agenda	Required Readings & Assignments
May 13	<p>Lesson 1:</p> <ul style="list-style-type: none"> • Introduction • Review of Course Expectations • Assessment of Current Knowledge and Interest 	<p>Syllabus</p> <p>NASW Code of Ethics: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p> <p>Nursing Code of Ethics: http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html</p> <p>Physician Code of Ethics: http://www.ama-assn.org/ama/pub/physician-resources/medical-ethics/code-medical-ethics/principles-medical-ethics.page</p> <p>Psychologist Code of Ethics:</p>

		<p>http://www.apa.org/ethics/code/</p> <p>Case Managers Code of Ethics:</p> <p>http://ccmcertification.org/content/ccm-exam-portal/code-professional-conduct-case-managers</p>
May 20	Lesson 2: Integrated Health Frameworks in Practice	<p>Stanhope, V., Videka, L., Thorning, H., & McKay, M. (2015). Moving Toward Integrated Health: An Opportunity for Social Work. <i>Social work in health care</i>, 54(5), 383-407.</p> <p>Thielke, S., Vannoy, S., & Unützer, J. (2007). Integrating mental health and primary care. <i>Primary care: Clinics in office practice</i>, 34(3), 571-592.</p> <p>Complete Integrated Practice Assessment Tool Illness Assignment</p>
May 27	Memorial Day	No Class

<p>June 3</p>	<p>Understanding Health: Physical Health, Behavioral Health, Chronic Illness</p>	<p>Compas, B., Jaser, S., Dunn, M., & Rodriguez, E. (2012). Coping with chronic illness in childhood and adolescence. <i>Annual Review of Clinical Psychology</i>, 8, 455-480.</p> <p>Kupfer, D.J., Regier, D.A., & Kuhl, E.A. (2008). On the road to DSM-V and ICD-11. <i>European Archives of Psychiatry and Clinical Neuroscience</i>, 258 (Supp 5), 2-6.</p> <p>Henry, A., Kisicki, M. D., & Varley, C. (2012). Efficacy and safety of antidepressant drug treatment in children and adolescents. <i>Molecular psychiatry</i>, 17(12), 1186-1193.</p> <p>Manson, C., Gordon, R., & Baldwin, D. (2016). Safety and Tolerability of Antidepressants. In <i>Pharmacovigilance in Psychiatry</i> (pp. 149-166). Springer International Publishing.</p>
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		Psychopharmacology lecture
June 10	Integrated Health Screening Tools	<p>Madras, B. K., Compton, W. M., Avula, D., Stegbauer, T., Stein, J. B., & Clark, H. W. (2009). Screening, brief interventions, referral to treatment (SBIRT) for illicit drug and alcohol use at multiple healthcare sites: comparison at intake and 6 months later. <i>Drug and alcohol dependence</i>, 99(1), 280-295.</p> <p>Ozechowski, T. J., Becker, S. J., & Hogue, A. (2015). SBIRT-A: Adapting SBIRT to Maximize Developmental Fit for Adolescents in Primary Care. <i>Journal of substance abuse treatment</i>. (2016) 62: 28–37</p> <p>Saitz R, Alford DP, Bernstein J, Cheng DM, Samet J, Palfai T. Screening and</p>

		<p>brief intervention for unhealthy drug use in primary care settings: randomized clinical trials are needed. <i>J Addict Med.</i> 2010;4(3):123–30.</p>
June 17	SBIRT-IN Person Training	SBIRT ONLINE MUST BE COMPLETE
June 24	Brief Interventions	DiTomasso, R.A., Golden, B.A., Morris, H.J., Eds. (2010). <i>Handbook of Cognitive Behavioral Approaches in Primary Care. Ch 22: Pediatric Problems in Primary Care.</i>
July 1	Screening and Intervention Practice and Feedback	
July 8	<ul style="list-style-type: none"> • Identifying Human Trafficking in Care (Joined Class) • Sexual Health • Care Planning & Coordination of Care/Complex Care Management 	<p>Baldwin, S. B., Eisenman, D. P., Sayles, J. N., Ryan, G., & Chuang, K. S. (2011). Identification of human trafficking victims in health care settings. <i>Health Hum Rights, 13</i>(1), e36-e49.</p> <p>Cohen, D. J., Davis, M., Balasubramanian, B. A., Gunn, R., Hall, J., Peek, C. J., ... & Pollack, D. (2015). Integrating behavioral health and primary care: consulting, coordinating</p>

		<p>and collaborating among professionals. <i>The Journal of the American Board of Family Medicine</i>, 28(Supplement 1), S21-S31.</p> <p>Hamberger, L. K., Rhodes, K., & Brown, J. (2015). Screening and Intervention for Intimate Partner Violence in Healthcare Settings: Creating Sustainable System-Level Programs. <i>Journal of Women's Health</i>, 24(1), 86-91.</p>
July 15	Navigating Resources and Referrals:	<p>Oliver, D.P., Washington, K., Wittenberg-Lyles, E., Gage, A., Mooney, M., & Demiris, G. (2015). Lessons learned from a secret Facebook support group. <i>Health and Social work</i>, 40 (2), 125-133.</p> <p>Powers, J.D. & Swick, D.C. (2014). Empirically supported mental health interventions with groups: Using research to support vulnerable students in schools. <i>Clinical Social Work Journal</i>, 42, 143 – 150.</p>

		Sheppard, M. & Clibbens, J. (2015). Preventive therapy and resilience promotion: An evaluation of social work led skills development group work. <i>Child and Family Social Work</i> , 20, 288 – 299.
July 22	Simulated Final Exam	
July 29	Simulated Final Exam	

c. Assignments

Assignment	Due date	Percent of overall grade
Character Development with health condition	6/3/19	15%
SIMmersion	5/20, 6/24 and 7/22	25%
SBIRT Online Training	6/17	5%
In- Class Recording and Peer Critique	7/1	10%
Psychopharmacology Quiz	7/15	10%
Simulated Final Exam	7/29	30%
Attendance and Participation	Ongoing	5%

d. Attendance and class participation

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

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

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

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

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

***Religious and Cultural Observances

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

Review the [Policy on Class Attendance](#) found in the MSW Student Guide.

Grading

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

For each submitted assignment, you will be graded on:

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

Refer to 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.

- Assignments submitted more than 7 days late will receive a 5 point deduction. 1 point will be deducted for each consecutive day that the assignment is late.

Additional School and University policies, information and resources are available here: <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