



<b>Course Title:</b>	Advanced Clinical Social Work Practice in Integrated Healthcare
<b>Course #   Term:</b>	SW 630   Spring-Summer 2019
<b>Time and Place:</b>	Mondays   8a – 12N   Room B770 SSWB
<b>Prerequisites:</b>	N/A
<b>Credit Hours:</b>	3
<b>Instructor:</b>	Daphne Brydon, LMFT, LMSW
<b>Pronouns:</b>	She/Her/Hers
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<b>Phone:</b>	734-272-5634 (call/text)
<b>Office Hours:</b>	By appointment ( <i>please email/call to schedule a time</i> )
<b>Office Location:</b>	Room 2738 SSWB

## Welcome to Social Work 630!

I look forward to our semester together and would like to support your success in this course. To that end, do not hesitate to contact me via email with any questions, concerns, or to schedule an appointment. Please include “SW630” in the subject line of any emails. I am striving for a more effective work-life balance related to technology and communication; it is my goal to respond to emails within 24 hours and attend to correspondence sent over the weekends on Mondays.

For brief questions or concerns, I am often available during class breaks and a short time following class.

## 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 across a range of settings. Because the populations served in integrated 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 across a range of 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:** 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:** ability to provide services that are relevant to the culture of the consumer and family.
7. **System-oriented Practice:** ability to function effectively within the organizational and financial structures of the local system of healthcare.
8. **Practice-based Learning and Quality Improvement:** ability to assess and continually improve the services delivered as an individual provider and interprofessional team.
9. **Informatics:** ability to use information technology to support and improve integrated healthcare.

*Emphasis will be placed on Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS*

### d. Course design

The instructor will select required and recommended readings/course materials. This class 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 sessions will include a lecture or presentation, accompanied by a discussion or clinical practice/activity period. This course is designed to be practice-oriented and will highlight advanced clinical practice techniques to work effectively with clients and colleagues in a variety of integrated healthcare settings.

#### e. Relationship of the course to 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. 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 [www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp) 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.

#### g. Intensive focus on Privilege, Oppression, Diversity, and Social Justice (PODS)

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. This course will facilitate PODS learning through the use of a variety of instructional methods 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

Students are expected to attend classes for the full time frame, complete assigned reading(s) and content for each class session, participate in class activities/discussions, and complete assignments on time.

a. **Text and class materials.** No textbook is required. Readings and materials for the course are housed on the University’s web-based course management platform, “Canvas.” Session materials will be available on Canvas at least one week in advance, organized in the “MODULES” tab by class date or available from a specified website. Auxiliary online content will be available from the SIMmersion website. **Students are expected to engage all requisite course materials prior to class.**

Canvas Log In: <https://canvas.umich.edu>

SIMmersion Log In: <https://training.simmersion.com/index.html>

b. **Class schedule**

Class Session	Date	Topic for Class Session	Requisite Preparation for Class Session
1	5/13	<i>Introductions, Course Overview, &amp; Ethics</i>	<ul style="list-style-type: none"> <li>Bring yourself and a ready attitude</li> <li>MODULES: Review Session 1 materials</li> </ul>
2 <b>JOINED CLASS</b>	5/20	<i>Integrated Health Frameworks &amp; Care Settings</i>	<ul style="list-style-type: none"> <li>SLO: Session 1</li> <li>SIMmersion: Registered &amp; Logged in</li> <li>MODULES: Session 2 materials</li> </ul>
<b>3</b>	<b>5/27</b>	<b>MEMORIAL DAY</b>	<b>NO CLASS ON THIS DATE</b>
4	6/3	<i>Screening Tools in Integrated Healthcare</i>	<ul style="list-style-type: none"> <li>SLO: SIMmersion - Health Risk Behaviors (for CME)</li> <li>MODULES: Session 4 materials</li> </ul>
5	6/10	<i>Health Conditions &amp; Patient Education</i>	<ul style="list-style-type: none"> <li>SLO: Session 4</li> <li>MODULES: Session 5 materials</li> <li>ASSIGNMENTS: IHA Part A due</li> </ul>
6	6/17	<i>Screening, Brief Intervention, Referrals, &amp; Treatment (SBIRT)</i> <ul style="list-style-type: none"> <li><i>In-Person Training</i></li> </ul>	<ul style="list-style-type: none"> <li>SLO: SBIRT Online Training</li> <li>MODULES: Session 6 materials</li> </ul>
7 <b>9:30a START</b>	6/24	<i>Acceptance and Commitment Therapy (ACT) – Brief Intervention</i>	<ul style="list-style-type: none"> <li>SLO: Session 6</li> <li>MODULES: Session 7 materials</li> </ul>
8	7/1	<i>Clinical Skills Lab – Intervention and Role Play</i>	<ul style="list-style-type: none"> <li>SLO: Session 7</li> <li>MODULES: Session 8 materials</li> <li>ASSIGNMENTS: IHA Part B due</li> </ul>
9	7/8	<i>Psychopharmacology, Referrals, &amp; Advanced Directives</i>	<ul style="list-style-type: none"> <li>SLO: Session 8</li> <li>MODULES: Session 9 materials</li> <li>ASSIGNMENTS: Psychopharm Quiz</li> </ul>
10 <b>JOINED CLASS</b>	7/15	<i>Navigating Resources and Coordinating Care</i>	<ul style="list-style-type: none"> <li>SLO: SIMmersion – Alcohol Screening and Brief Intervention</li> <li>MODULES: Session 10 materials</li> </ul>
11	7/22	<i>Simulated Final Exam Day</i>	<ul style="list-style-type: none"> <li>Bring your clinician self, screening tool(s), treatment, and referral ideas on your designated exam day</li> <li>Be prepared to complete clinical documentation &amp; self-evaluation on your designated exam day</li> </ul>
12	7/29	<i>Simulated Final Exam Day</i>	

**c. Assignments**

Assignments for this course and corresponding guidelines will be reviewed in full during class and students will be provided with hard copies of assignment guidelines. The instructor will offer weekly opportunities for students to ask questions about the assignments to clarify expectations and ensure student understanding. Assignment guidelines will be posted to Canvas, organized by assignment within the “ASSIGNMENTS” tab of the navigation toolbar. Full instructions for the final exam will be reviewed with students no later than two (2) weeks prior to the first exam date.

Student-centered Learning Opportunities (SLO) will also be posted to Canvas under the “ASSIGNMENTS” tab.

Your grade for this course will be based on:

<b>Assignment</b>	<b>Due date</b>	<b>Percent of overall grade</b>
<b>Attendance and Participation</b> - Student-Centered Learning SIMmersion Practice	Weekly Submit: Canvas	20%
<b>Integrated Health Assignment – Part A</b> - Patient Education Handout - Patient Profile	June 10 Submit: Hard copy + Canvas	20%
<b>Integrated Health Assignment – Part B</b> - Intervention Paper - Role Play	July 1 Submit: Hard copy + Canvas	20%
<b>Psychopharmacology Quiz</b>	July 8 Submit: In-class quiz	10%
<b>Simulated Final Exam</b> - Students to be assigned an exam slot on one of two dates	July 22 or 29 Submit: Canvas	30%

**d. Attendance, class participation, student-centered learning opportunities (SLO), and SIMmersion**

Attendance and participation reflect the basic elements of any social work relationship – to show up and remain present. Therefore, your attendance and active, focused participation is a requirement of this course.

**Student Absences:** If you need to miss a class, in part or in total, you are required to notify the instructor via email ([dmbrydon@umich.edu](mailto:dmbrydon@umich.edu)) or phone/text (734-272-5634) in advance of our class meeting time. Failure to communicate an absence to the instructor will result in an automatic deduction toward your final grade. Likewise, missing more than one class, in part or in total for any reason, will result in an automatic deduction toward your final grade. Additionally, chronic and/or significant tardiness will count toward an absence.

**Participation.** I recognize levels of participation may vary based on comfort, other life events, and interest in topics of discussion. The participation dynamic mirrors one you will experience throughout your social work practice; I encourage you to be proactive in recognizing these moments for yourself and taking action, as appropriate. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty you are experiencing related to course content or managing your student life balance and I will do my best to help resolve the matter or identify appropriate support services if requested.

**Course preparation.** Course preparation and engagement outside of class is a requirement, which includes completion of weekly student-centered learning opportunities (SLO) and SIMmersion practice. Student-centered Learning Opportunities (SLO) will be posted to Canvas under the “ASSIGNMENTS” tab of the navigation toolbar. **Requisite preparation requirements for each class session is specified in section 2b of the syllabus.** Course materials and presentation slides will be posted to Canvas, organized by class session in the “MODULES” tab of the navigation toolbar. Student engagement with the materials will be labeled in each module as “Required,” “Optional,” “Resource,” or “Handout.”

**Grading criteria.** Full credit is achieved by students who attend every class, are attentive and present, responsive to and inclusive of others, complete all student-centered learning opportunities (and SIMmersions) with satisfactory quality, and regularly contribute to discussion. Quality of student-centered learning opportunities will be indicated in instructor feedback, as appropriate. **Please note that non-class use of electronics and technology will result in a lower grade.** I will use the following rubric to determine this portion of your grade:

20 points	<b>Consistently &amp; Regularly</b>	No absences and arrive on time for each class. Consistently demonstrate you have read/engaged the assigned material. Actively attend to lectures and discussions and make helpful, relevant contributions to class discussions. Actively participate in small group discussions and challenge/encourage others to think about material in new ways. Use inclusive language and respect other students’ identities. Engage only in classroom activities while in the class. Complete all assigned student-centered learning opportunities and SIMmersion practice. Quality of submissions is excellent.
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15 points	<b>Often &amp; Generally</b>	Attend class regularly and arrive on time. Often demonstrate you have read/engaged the assigned material. Often attentive to lectures and discussions and generally make helpful, relevant contributions to class discussions. Often participate in small-group discussions. Use inclusive language and respect other students' identities most times. Engage only in classroom activities while in the class most times. Complete most to all student-centered learning opportunities and SIMmersion practice. Quality of submissions is good to excellent.
10 points	<b>Occasionally &amp; Sometimes</b>	Occasionally absent from class and/or frequently tardy. Demonstrate you have occasionally read/engaged the assigned material. Occasionally attentive to lectures and discussions and make occasional contributions to class discussions. Sometimes participate in small group discussions. Use harmful language at times in class and sometimes do not respect other students' identities. Engage in occasional texting or web surfing irrelevant to course requirements/content. Complete some to most assigned student-centered learning opportunities and SIMmersion practice. Quality of submissions is fair to good.
0-9 points	<b>Rarely &amp; Irregularly</b>	Irregularly attend class or are often tardy. Unable to attend to lectures and discussions and do not demonstrate you have read/engaged with assigned material. Rarely contribute to small group discussions and direct disrespectful verbal and/or non-verbal behaviors toward others in the classroom. Regularly engage in texting or web surfing irrelevant to course requirements/content. Complete less than half of assigned student-centered learning opportunities and SIMmersion practice. Quality of submissions is poor to fair.

### e. Grading

Letter grades ranging from "A" to "E" are earned, with "+" or "-" distinguishing the degree of performance. Specific expectations for each assignment will be provided via Canvas and reviewed in class. Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The total point to final grade is as follows:

A+ = 100	B+ = 89 – 91	C+ = 79 – 81	D = 66 - 71
A = 96 - 99	B = 86 – 88	C = 76 – 78	E = Less than 66
A- = 92 - 95	B- = 82 – 85	C- = 72 – 75	

*\*\*Please note: A grade of B indicates mastery of the subject content at a level of expected competency for graduate study. A B grade indicates the work has met the expectations of an assignment for graduate student performance. A grade in the A range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding, or excellent degree. A C grade range indicates minimal understanding of subject content and significant areas need improvement.*

**For all assignments, you will be graded on:**

- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- Quality of writing and presentation 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 or appropriate
- Ability to discern which aspects of use of self would be important in assessment or intervention

**Writing skills.** Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this class, and in most of your classes, you are asked to demonstrate proper grammar, spelling, and the rules of the *American Psychological Association Publication Manual* (5th edition). You are not required to purchase the manual. However, I do encourage you to access it and other online writing resources such as (but not limited to):

- <http://apastyle.apa.org/>
- <http://grammar.ccc.commnet.edu/grammar/>
- <https://owl.english.purdue.edu/owl/resource/560/01/> )

**Plagiarism.** Don't do it. Representing someone else's words, statements, ideas of works as one's own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School's policies on academic and professional conduct:

<http://archive.ssw.umich.edu/studentGuide/2012/page.html?section=12&volume=1>

When you cite a source for one of your papers, use APA style citation. **Please be aware that there will be a deduction of points for poor writing skills, including grammatical errors.** I encourage you to use the Sweetland Writing Center if you require writing assistance.

Another helpful resource: <http://www.lib.umich.edu/academic-integrity/resources-students>. Please note that using web resources increases your risk of "accidental plagiarism." Do not let that happen to you.

**Incompletes.** Are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an "I" grade *is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of the course work approved by the instructor.* The student must formally request an incomplete from the instructor prior to the final week of classes.



### 3. Additional Course Information

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**Instructor notes on the classroom environment.** Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. **Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity.** There will be a variety of ways you can do this through critical thinking, assignments and active participation in class discussions and activities. My hope is to co-create a class environment where we will feel safe enough to take some risks - in sharing who we are and the questions we are grappling with related to the course content. This is yet another reason I stress the importance of class participation and attendance.

I expect we will be honest, sensitive, and respectful with one another in preparation for quality social work practice. It is my hope that you will share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a *respectful* and *constructive* manner. Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing.

We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please ***honor this process***.

**Use of electronics during class.** Please avoid non-class use of electronics during the course. I expect your computer will only be used during instructor-specified times in class or for taking notes during lectures. If you need to take a phone call or respond to a text message or email, please step out of the class and return when you are done.

**Use of names and pronouns.** All students will be referred to by the names and pronouns they use (e.g., they, ze, she, he). If you have a name or use pronouns that differs from what appears on the roster, please let me know before the 2<sup>nd</sup> class session so we can use your correct name and/or pronouns. You can also designate your personal pronouns on the class roster via Wolverine Access (Student Business → Campus Personal Information → Gender Identity).

**Learning needs and accommodations.** If you need or desire an accommodation for a disability, please let me know as soon as possible. Some aspects of this course (the assignments, the in-class activities, and the way the course is usually taught) may be modified to facilitate your participation and progress throughout the terms. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. Any information you provide is private and confidential and will be treated as such.

For information and resources, please contact the Services for Students with Disabilities Office:

Location: G664 Haven Hall

Phone: (734) 763-3000 / TDD: (734) 615-4461 / VP: (734) 619-6661

Email: [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)

**Health and wellness services.** Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis ([laurdavi@umich.edu](mailto:laurdavi@umich.edu)) or Nyshourn Price-Reed ([ndp@umich.edu](mailto:ndp@umich.edu)) at 734-936-0961 regarding any health, mental health, or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. The MSW student Guide to Health and Wellness can be found at [http://www.ssw.umich.edu/current/Health\\_Wellness\\_Guide.pdf](http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf).

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).

For a listing of other mental health resources available on and off campus, visit:

<http://umich.edu/~mhealth/>.

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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*
- *Religious/Spiritual observances*
- *Military deployment*

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**One more note.** I try to provide clear, thoughtful feedback designed to help you to deepen your awareness of self in the process of working with others, who you are in the work you do (strengths and challenges), themes that arise in work, writing, communication skills, and the like. **If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!** Likewise, if I write or say something that helps you deepen your understanding of something (or yourself) that is helpful for me to know too.