



Course title:	<u>Advanced Clinical Social Work Practice in Integrated Healthcare</u>
Course #/term:	SW 630, 002, Spring/Summer, 2020
Time and place:	Monday, 8-12, Online: Synchronous (10-12) and Asynchronous
Credit hours:	3
Prerequisites:	None
Instructor:	Daicia R. Price
Pronouns:	She, Her, Hers
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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. Asynchronous and Synchronous class sessions will include a lecture or presentation, accompanied by a discussion or clinical practice/activity period. As a three credit course, students should anticipate spending approximately 10 hours per week participating in course activities. 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. 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:

Accessible via CANVAS Modules

c. Assignments

Assignment	Due date	Percent of overall grade
Integrated Health Assignment Part A	6/8/20	15%
Integrated Health Assignment B	7/6/20	15%
Completion of SBIRT	6/16/20	5%
Psychopharmacology Quiz	7/6	10%
Simulated Final Exam	7/20-7/27	30%
Attendance and Participation	Ongoing	30%

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.

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

Week	Module Name	Weekly Learning Objectives	Item Type	Item Name
Week 1: May 11-15	Introductions and Establishing a Foundation	System Oriented Practice: The ability to function effectively within the organizational and financial structures of the local system of healthcare.	Read	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.
			Read	Saxe Zerden, L. D., Lombardi, B. M., & Jones, A. (2019). Social workers in integrated health care: Improving care throughout the life course. <i>Social work in health care</i> , 58(1), 142-149.
			Optional Read	Thielke, S., Vannoy, S., & Unützer, J. (2007). v, 34(3), 571-592. Integrated Practice Assessment Tool Saxe Zerden, L., Lombardi, B. M., & Jones, A. (2019). Social workers in integrated health care: Improving care throughout the life course. <i>Social Work in Health Care</i> , 58(1), 142-149.
			Optional Read	Held, M.L., Black, D.R., Chaffin, K.M., Mallory, KC., Diehl, A.M., Cummings, S. (2019) Training the future workforce: Social workers in integrated health care settings. <i>Journal of Social Work Education</i> , 55(1), 50-63. doi: 10.1080/10437797.2018.1526728

			Watch	What is Integrated Care?
			Watch	Integrating Behavioral Health and Primary Care as a Comprehensive Way to Deliver Patient Care
		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.	Create	Assessment of Field Placement Site: Integrated Practice Assessment Tool
			Discuss	Utilizing the IPAT, share the level of integration present at the field placement site
			Read	Billing Codes for Behavioral Health Consultants
			Read	Michigan CPT Chart
			Watch	Medical Billing: What is it?
			Meet	REVIEW OF FRAMEWORK: PARALLEL TO 637
		Infomatics: use information technology to support and improve integrated healthcare.	Watch	10 Minute Talk: EHR
			Review/Reference	A Resource Guide for Health Information Technology
Week 2: May 18-22	Integrated Health Frameworks, Identity, and Professional Ethics	Collaboration and Teamwork: ability to function effectively as a member of an interprofessional team that includes behavioral health and primary care providers,	Read	Maylea, C., Roberts, R., & Craik, C. (2019). The role of social workers in improving the physical health of people who use mental health services. <i>Australian Social Work</i> , 1-9.

		consumers and family members		
			Read	NASW Standards for Social Work Practice in Health Care
			Watch	Delivering Integrated care: the role of the multidisciplinary team
			Create	Develop Integrated Health Script to share with potential patient:
			Read	Behavioral health Consultant Introductory Script
			Discuss	Ethical Case Discussion
			Read	Spike, J. P., & Lunstroth, R. (2016). A casebook in interprofessional ethics: a succinct introduction to ethics for the health professions (pp. 19-44). Springer.
			Watch	Alexander Street (Producer), & . (2018). Ethics and values in social work: Client-centered processes for managing ethical concerns. [Video/DVD] Microtraining Associates. Retrieved from https://video-alexanderstreet-com.proxy.lib.umich.edu/watch/ethics-and-values-in-social-work-client-centered-processes-for-managing-ethical-concerns
			Read	Role of Behavioral Health Consultant
			Read	SAMHSA Integrated Health: Core Competencies
			Review/Reference	MI Public Health Code: Social Work Scope of Practice
			Review/Reference	Ethical Use of Technology for SW
			Review/Reference	Technology in Social Work Practice
Week 3: May 26-29 (4 days; May 25 - Memorial Day)				
Week 4: June 1-5	Chronic Physical Health Conditions	Screening and Assessment: evidence-based and developmentally appropriate screening and to conduct or	Optional Read	DiTomasso, R. A., Golden, B. A., & Morris, H. J. (Eds.). (2009). Handbook of cognitive behavioral approaches in primary care. Springer Publishing Company.

		arrange for more detailed assessments when indicated		
			Read	Harper, F. G. (2010). Advocating for whole health: The role of the mental health professional in promoting diet, nutrition, and management of physical disease with American Indian clients. <i>Journal of Creativity in Mental Health</i> , 5(3), 275-289.
			Watch	The Top 10 Health Conditions Affecting Americans
			Review/Reference	Supporting Clients with type1 Diabetes
			Read/Review	Pulmonary Hypertension
			Review/Reference	Juvenile Diabetes
			Review/Reference	Asthma
			Discuss	Chronic Health Conditions: What is the role of social workers in Primary Care Settings? What is the role of social workers in behavioral health settings
			Meet	Health Conditions: Referrals to and From PC
			Create	Patient Education Handout/Slides related to specified health conditions
			Meet	Patient Education "Workshop"
Week 5: June 8-12	Screening and Assessment	Screening and Assessment: evidence-based and developmentally appropriate screening and to conduct or arrange for more detailed assessments when indicated	Read	Saitz, R., Alford, D. P., Bernstein, J., Cheng, D. M., Samet, J., & Palfai, T. (2010). Screening and brief intervention for unhealthy drug use in primary care settings: randomized clinical trials are needed. <i>Journal of addiction medicine</i> , 4(3), 123.
			Read	Reho, K., Agle, J., DeSalle, M., & Gassman, R. A. (2016). Are we there yet? A review of screening, brief intervention, and referral to treatment (SBIRT) implementation fidelity tools and proficiency checklists. <i>The journal of primary prevention</i> , 37(4), 377-388.
			Watch	SBIRT: Audit Screening

			Watch	SBIRT: Screening for Substance Abuse
			Watch	Counseling and Psychotherapy Theories Mental Status Examination
			Read	ALL SCREENING TOOLS and Mental Status Examination
			Create	SIMmersion: Talking to patients about health risk behaviors
			Create	SIMmersion: Alcohol Screening and Brief Intervention
Week 6: June 15-19	Brief Interventions	Intervention: provide a range of brief, focused prevention, treatment and recovery services, as well as longer-term treatment and support for consumers with persistent illnesses.	Read	SBIRT ONLINE
			Watch	SBIRT VIDEO
		Cultural Competence and Adaptation: The ability to provide services that are relevant to the culture of the consumer and family.	Read	Marsiglia, Flavio F, and Jamie M Booth. "Cultural Adaptation of Interventions in Real Practice Settings." Research on social work practice vol. 25,4 (2015): 423-432. doi:10.1177/1049731514535989
			Discuss	Adaptations based on cultural considerations
Week 7: June 22-26	Brief Interventions	Intervention: provide a range of brief, focused prevention, treatment and recovery services, as well as longer-term treatment and support for consumers with persistent illnesses.	Watch	ACT Intervention Modules

			Read	Brief CBT Manual
			Read	Clabby, J. (2005). Helping depressed adolescents: A menu of cognitive-behavioral procedures for primary care. Primary Care Companion Journal. 8(3): 131-141
			Meet	Interventions
Week 8: June 29-July 2 (4 days; July 3 - Independence Day)	Referrals to Treatment		Read	Powers et al, Empirically Supported MH Interventions with Groups
			Read	Macy, R. J., & Graham, L. M. (2012). Identifying Domestic and International Sex-Trafficking Victims During Human Service Provision. Trauma, Violence, & Abuse, 13(2), 59–76. https://doi.org/10.1177/1524838012440340
			Read	Hamberger et al. Article, Screening and Intervention for Intimate Partner Violence in Healthcare Setting
			Read	Case Management at the Intersection of Social Work and Health Care
			Watch	Psychopharmacology Lecture
			Read	Behavioral Health Handoff
			Discuss	Connections that have been made
			Create	Role Play of SBIRT
			Create	Recording: Warm Hand Off
Week 9: July 6-July 10	Putting It All Together		Discuss	Frequently used resources
			Watch	Daniel's Story
			Create	Screening, Brief Intervention and Referral to Treatment Video with Peer
			Read	Summary with links and support
			Meet	PUTTING IT ALL TOGETHER
Week 10: July 13-July 17				

Week 11: July 20-July 24	Final Exam		Read	Patient referrals
			Create	Video of SBIRT with assigned patient
Week 12: July 29			Create	Summary of skills learned for Portfolium
	Final Exam		Create	Video of SBIRT with assigned patient
			Create	Summary of skills learned for Portfolium