



Course title:	Advanced Clinical Social Work Practice in Integrated Healthcare	
Course #/term:	SW 630 003, Spring/Summer, 2020	
Time and place:	Monday: 8:00AM – 12:00PM	
Credit hours:	3	
Prerequisites:	None	
Instructor:	Anao Zhang, Ph.D., LCSW, LMSW, ACSW, ACT	
Pronouns:	He, Him, His	
Contact info:	Email: zhangan@umich.edu	Phone: 734-647-6787**
	You may expect a response within 24 hours	
Office:	SSW 3704	
Office hours:	<i>To be Discussed in Class</i> and By Appointment	
	* Due to COVID-19, this course will be delivered remotely through zoom	
	** This is my office number, for any urgent matter, call this number and leave me a message, I will receive your message in Gmail, which I monitor constantly	

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 **flipped classroom**, engaged-learning approach, which employs myriad pedagogical strategies such as: remote class discussions, small group work, experiential/simulated exercises, case examples, remote 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.

Given the COVID-19 situation and the fact that this is going to be an online course, later in this syllabus, there will be an elaborated version of anticipated workload every week, especially regarding how you are expected to engage in the flipped classroom format.

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

Required (& available online through UM Library)

Gold, S. B., & Green, L. A. (2019). Integrated behavioral health in primary care: Your patients are waiting. Springer. To access the text, use this [LINK](#).

Other readings will be posted at least one week in advance on Canvas.

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

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

Students are expected to **engage all required course material** prior to class. Note that this is even more important to ensure your learning outcomes when this class is being delivered online. Therefore, **I cannot emphasize enough the importance of being prepared and fully engaged in the various materials you are being provided.**

b. Class schedule

Date/Time	Topic and Brief Agenda	Required Readings & Assignments
<i>Week 1</i> 05/11/20	Introduction and Establishing Foundation <ul style="list-style-type: none">- Course introduction and syllabus review- Social work ethics- Intro. to IHC practice	<ul style="list-style-type: none">- Review syllabus- Complete pre-session asynchronous content- Bring yourself and a ready attitude
<i>Week 2</i> 05/18/20	Integrated Health Framework <ul style="list-style-type: none">- Social work ethics in integrated healthcare- Clinical intervention in the context of integrated health care (change theory)	<ul style="list-style-type: none">- Complete pre-session asynchronous content
<i>Week 3</i> 05/25/20	Memorial Day Holiday	No Class <ul style="list-style-type: none">- Suggest complete one SIMmersion training
<i>Week 4</i> 06/01/20	IHC Assessment 1 <ul style="list-style-type: none">- Assessment for co- and multi-morbidities- Assessment for psychosocial and behavioral factors	<ul style="list-style-type: none">- Complete pre-session asynchronous content
<i>Week 5</i> 06/08/20	IHC Assessment 2 <ul style="list-style-type: none">- (Brief) assessment tools- Connecting assessment and intervention- SBIRT Introduction	<ul style="list-style-type: none">- Complete pre-session asynchronous content

Date/Time	Topic and Brief Agenda	Required Readings & Assignments
Week 6 06/15/20	Brief Intervention, Motivational Interviewing <ul style="list-style-type: none"> - Stages of change - MI change theory - MI techniques for IHC practice 	<ul style="list-style-type: none"> - Complete pre-session asynchronous content - IHC Assignment Part A Due
Week 7 06/22/20	Brief Intervention, CBT Oriented Methods <ul style="list-style-type: none"> - Generic cognitive model - CBT change theory - CBT techniques for IHC practice 	<ul style="list-style-type: none"> - Complete pre-session asynchronous content - SBIRT Due (recommended)
Week 8 06/29/20	Brief Intervention, SFBT Oriented Methods <ul style="list-style-type: none"> - Strength-based intervention - SFBT change theory - SFBT techniques for IHC practice 	<ul style="list-style-type: none"> - Complete pre-session asynchronous content
Week 9 07/06/20	Psychopharmacology, Referral and Advanced Direction	<ul style="list-style-type: none"> - Complete pre-session asynchronous content - Psychopharm. Quiz
Week 10 07/13/20	Putting Everything Together: The Big Picture <ul style="list-style-type: none"> - Case management and care coordination - First session → Assessment → Brief Intervention → Integration 	<ul style="list-style-type: none"> - Complete pre-session asynchronous content - IHC Assignment Part B Due
Week 11 07/20/20	Simulated Final Exam Day	<ul style="list-style-type: none"> - Complete pre-session asynchronous content - Bring your clinician self, screening tool(s), treatment, and referral ideas on your designated exam day
Week 12 07/27/20	Simulated Final Exam Day	<ul style="list-style-type: none"> - Complete pre-session asynchronous content - Bring your clinician self, screening tool(s), treatment, and referral ideas on your designated exam day
Aug. 1 st		<ul style="list-style-type: none"> - Extra credit paper due

c. Assignments

Assignment	Due date	% of overall grade
Integrated Health Assignment Part A	June 15 th	10%
Integrated Health Assignment Part B	July 13 th	15%
SBIRT Online	[recommended] June 22 nd	5%
Simulated Final Exam	July 20 th or July 27 th	30%
Extra Credit Paper	Aug. 1 st	5%

d. Attendance and class participation [25% of overall grade]

Student Time Expectation. This is a 3-credit course and is offered **online** and during the **Spring/Summer term** (over 11 weeks). This means that, as a student, you are expected to spend a total of 112.5 hours throughout the 11 weeks (i.e., **10 hours per week**), including **synchronous & asynchronous** classroom time. For more details, please go to the [UM Center for Academic Innovation website](#) for detail.

Synchronous and Asynchronous for Classroom Time. The current known best practice of online teaching is a combination of synchronous and asynchronous teaching, which means some of the in-person classroom learning will now be obtained before and/or after each week's synchronous session. In principle, each week's synchronous session will be approximately 1.5 hours with a 10-minute break.

Student Camera On Expectation. When possible, it is expected that the students will keep their cameras turned on during the synchronous session. This requirement is important to create a collegial environment of learning as well as a sense of belonging to the course community. Please communicate with the instructor individually with reasons why this may be a challenge for you and exception to this expectation will be granted on a case-by-case basis.

Suggestions for Each Week's Synchronous Session (for students). For effective time management and learning purposes, we will hold regular synchronous session every Monday between **10:00AM to Noon**. I also recommend, if you can, set aside

every Monday for the rest of our set classroom time to do course related works, like group meetings for an assignment.

Student Absences. Participating all synchronous sessions is expected. If you have to miss a class, in part or in total, you are required to notify the instructor via email (zhangan@umich.edu) at least **12 hours in advance of our class meeting time**. Failure to communicate an absence to the instructor (including last-minute notice that is within 12 hours of the upcoming session) will result in an automatic deduction (1 point) 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.

Exceptions to the above-mentioned student absences policy will only be granted on a case-by-case basis at the discretion of the instructor.

Attendance and Class Participation Evaluation. Given asynchronous learning is an important component of your “classroom learning”, you will be evaluated for your pre-session learning on a scale of 0 = does not meet requirement; 1 = meets requirement; 2 = exceeds expectation, every week. If you exceeds expectation every week (for 11 weeks), you will have a score of 22 for attendance and class participation. In addition, you are asked to complete three modules of the **SIMmersion training**. For completing each module, you will have 1 credit, resulting in a total of 22 + 3 = 25 credits. Go to Canvas for the rubric on attendance and class participation evaluation.

e. Grading

For UM School of Social Work Policies, please go to [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and [the policy for grading in special circumstances](#) for more detail. Individual assignment grading can be found in each assignment’s rubric. Final course grade will be assigned using the following rules:

101% - 105% ~ A+	86% - 89% ~ B+	75% - 78% ~ C+
95% - 100% ~ A	82% - 85% ~ B	70% - 74% ~ C
90% - 94% ~ A-	79% - 81% ~ B-	65% - 69% ~ C-*
* A final % lower than 65% is considered F (fail) for this class		

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*