



Course title:	Interprofessional Education Experiential Seminar	
Course #/term:	SW787-001, Winter 2021	
Time and place:	Class will meet over zoom on 1/22, 2/5, 2/19, 3/19, and 4/16	
Credit hours:	1	
Prerequisites:	SSW 515/531	
Instructor:	Rick Barinbaum	
Pronouns:	He, His, Him	
Contact info:	Email: barinba@umich.edu	Phone: 718-757-6624
Office:	SSW 2738(not in office this semester)	
Office hours:	By appointment via phone or zoom	

1. Course Statement

a. Course description

This course will teach social work students to promote and support positive client health outcomes through interprofessional teamwork and communication utilizing social work values, methods, and skills in a community-based interdisciplinary student-run health clinic that operates in person and virtually. The clinic includes student-practitioners from schools of medicine, nursing, pharmacology, dentistry, and social work. The course will help students understand the roles and responsibilities of each discipline on the interprofessional healthcare team, the importance of effective communication, and the role of team collaboration in clinical decision making with place-based learning in an integrated health clinic. Students will also be able to identify and articulate the value and application of the unique lens of social work to other members of interprofessional teams as well as the value of other team members to their practice as they learn about, with and from other disciplines.

b. Course content

Students will participate in experiential based learning at the student-run health clinic in Pinckney, MI a minimum of 3 times on a Wednesday or Saturday during the academic term. Participation will be in-person or virtual, depending on covid related restrictions.

Students will provide targeted and short-term clinical work with patients by assessing, engaging, and intervening, using a variety of tools including problem solving, goal setting, psychoeducation, targeted and limited CBT, supportive counseling, crisis intervention, and connecting patients to resources. Students will also have individual on-site supervision and group supervision meetings with the course instructor throughout the academic term.

c. Course objectives and competencies

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary frameworks in engaging, assessing, and intervening with individuals and families; select appropriate intervention strategies, and facilitate effective transitions that advance mutually agreed-on goals (EPAS 7, 8)
2. Mediate and advocate with diverse clients and constituencies with a host of holistic needs (EPAS 8)
3. Engage diversity and difference in practice: demonstrate an awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (EPAS 2)
4. Recognize the importance of inter-professional communication, collaboration and knowledge throughout engagement, assessment, and intervention, to achieve beneficial practice outcomes (IPE 1¹)
5. Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations (IPE 2)
6. Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease (IPE 3)
7. Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable (IPEC 4)
8. Understand the role of values and culture in driving decisions and demonstrate the appropriate flexibility necessary in working with others having different values (IPE 5²)

¹ Competencies 1-4 from the Center for Interprofessional Education (IPE) at the University of Michigan are based on Interprofessional Education Collaborative (IPEC) Core Competencies for Interprofessional Collaborative Practice, 2016 Update

² Competency 5 from the Center for Interprofessional Education (IPE) at the University of Michigan is based on the University of Michigan's Center for Researching on Learning and Teaching (CRLT) engaged learning goal, intercultural engagement

d. Course design

The instructor will assign required and recommended readings. Class format will include lecture, discussion, case analysis, and skills development sessions. Presentations and written assignments will integrate theory, evidence-based research, and case analysis, and when possible, the student's practicum work. Participation in the clinic itself will be virtual or in-person. Each student will have individual supervision with the social work instructor on clinic days.

e. Curricular themes

Promotion, Prevention, Treatment, and Rehabilitation approaches will be addressed within an interprofessional context. Small group discussions will allow the student to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences with clients and other practitioners in the clinic.

Behavioral and Social Science research approaches will be addressed within an interprofessional context. Small group discussions will allow the student to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences.

Multiculturalism and Diversity issues will be explored as students identify self-knowledge and skills for regularly monitoring their practice within the context of their work. The PODS (Privilege, Oppression, Diversity and Social Justice) lens will be applied to practice situations and students will have an opportunity to discuss relevant field issues related to the diversity dimensions (ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation).

Social Justice and Social Change issues will be addressed by helping students to critically assess their commitment to and skills for enacting change towards social justice goals. The role of the social worker in an interprofessional context will be discussed as reflected by their individual experiences and reflection.

f. Relationship to social work ethics and values

This course introduces the concept that practitioners act with a value base and ethical framework, and that within an interprofessional context there may be competing tensions between frameworks. Elements of the National Association of Social Workers'


Code of Ethics and other ethical frameworks are discussed to help students understand the opportunities and parameters of the profession in an interdisciplinary context.

2. Class Requirements

a. Text and class materials

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 to be discussed in class. All class materials will be posted on canvas including readings and handouts including but not limited to pertinent news articles and/or social media publications, blogs, and other sources distributed to students which should be read & noted. There may also be supplemental videos and social media references to support and add value to your educational experience and undergird your knowledge of course content. Materials will be posted at least 5 days prior to the class session.

b. Class schedule

Date/Time	Agenda	Required Readings & Assignments
1/22	Introduction to Interprofessional work Engagement,	Stanhope V, Videka L, Thorning H, McKay M. Moving toward integrated health: an opportunity for social work. Soc Work Health Care. 2015;54(5):383-407. doi: 10.1080/00981389.2015.1025122. PMID: 25985284.
2/5	Team Communication, Fluid Roles, and Discrete Tasks	IPE Competencies
2/19	Enhancing, Problem Solving, and Tuning	Chapter 1 from Behavioral Consultation and Primary Care(Patricia J., and Reiter, Jeffrey T). Robinson-Reiter2016_Chapter_BehavioralConsultationAndPrima.pdf 

3/19	Case Presentation	
4/16	Termination	

c. Assignments

Reflection Paper

A 5-page reflection on the benefits, challenges, and opportunities of interprofessional work. The reflection should include: one case example of directly engaging, assessing, and intervening to help a patient at the clinic, with a focus on interprofessional communication, and the successes, obstacles, and lessons learned; a review of assumptions, biases, and prejudices in the client work, and how to overcome them; a mezzo assessment about how the clinic functions itself and the facets of interprofessional work, including team communication, ethical conflicts if applicable, and recommendations to enhance the social work role; and macro assessments of the potential application of interprofessional work in other practice areas and a brief structural recommendation that addresses client needs. The entire assessment should consider the practice context of Covid-19 related restrictions and the delivery of virtual health. Due date will be announced in class and posted on canvas. Rubric will be posted to Canvas.

Assignment	Due Date	Percentage of Grade
Class Participation	Ongoing	25
Clinic Engagement	Ongoing	50
Final Paper	TBA	25

d. Attendance and class participation

Attendance and Engagement in the Course:

Both class attendance, active purposeful participation in class discussion and activities, and participation in the clinic, whether virtually or in person, are paramount for the successful completion of this course. As a reflection of this importance, $\frac{1}{3}$ of the final grade will consist of course engagement. It is necessary that students attend each class and attend class for the entire time period. Prompt arrival for class is expected; those who arrive late miss important information and disturb others.

Be mindful of the following course policies and considerations:

(1) Be present at the beginning of class when attendance is recorded and remain for the duration of class.

(2) The instructor reserves the right to deduct 3% from the student's final grade per unexcused absence and more than three absences will result in a failing grade. This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness, their own or that of an immediate family member, or death in the family. Should any such circumstance occur, request for modification of the attendance policy should be discussed with the instructor as soon as possible and changes will be documented in writing.

(3) Understanding that some students may encounter a situation that might necessitate missing a class, students should inform the instructor of an absence by email (or voicemail if necessary) at least 24 hours prior to the expected absence or within 24 hours of an unexpected absence arising from an emergency. (4) If students are scheduled to present material or lead class discussions on the day of an absence, documentation will be required to prove the necessity of an absence before the student will be allowed to make up that presentation opportunity for points.

(5) In order to be courteous to classmates, cell phone use should be restricted to vibrations—no rings. Students should be discrete in their use of tablets, laptops, and other portable devices for note taking, so as not to disturb the class.

(6) Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students who require audio recording as an accommodation for a diagnosed disability should present the instructor with documentation from the University's Services for Students with Disabilities (SSWD) before the end of the third week of classes.

(7) In addition to attending class, students are expected to arrive prepared to actively participate in their learning process. This includes not simply sitting quietly listening/observing, but posing questions & comments to the professor & other students, as well as answering questions & addressing comments posed by the professor & other students during our class discussions. Class participation also involves completing take home assignments, attending any field trips & participating in class exercises & activities.

(8) While vocalizing opinions or concerns may be culturally relative, being silent and not actively engaging in class discussions (only learning through listening) is a privilege one cannot often employ in social work practice. Students who are not actively involved in class discussions will not receive full engagement credit/points in this course.

(9) Learning through discussion and the interrogation of multiple diverse sources can be uncomfortable, but the discomfort stemming from respectful, inclusive, and well-facilitated discussion is not a cause for students to feel "unsafe".

(10) Class will begin "on the hour" as stated in the syllabus and schedule of classes.

(11) Please notify your professor, ahead of time, if you have religious/spiritual observances that may prevent you from being present in class, submitting assignments on the due dates so that appropriate arrangements can be made.

(12) Standard inclement weather policies of the university will be followed such that if the university is closed on the day & during the time this class is to meet, there will be no class. If, however, the university is not closed & you still believe the weather to be too inclement for you to safely arrive to class, you are welcome to use one of your allowed absences.

(13) As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will not often be used during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content.

(14) Please eat and drink quietly and clean up after yourself.

(15) Please do not bring children or adult guests to this course without permission of the instructor ahead of class.

(16) Late assignments and rescheduled presentations are not accepted without confirmed

medical &/or legal documentation, under any circumstances. Extensions of existing due dates are at the discretion of your professor.

(17) There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.

(18) Grades will be posted to Canvas within two weeks of assignment due dates, you are

strongly encouraged to keep track of your own academic progress, the instructor will not calculate mid-semester grades.

(19) Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

*NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.

Participation:

The class participation grade is a subjective grade – I will use this matrix to determine the class participation grade:

(0 – 19) Poor Participation	<ul style="list-style-type: none">● Does not attend in-person class sessions● No effort, disruptive, and disrespectful● Uses harmful language in class and does not respect other students' identities
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<p>(20-39) Marginal Participation</p>	<ul style="list-style-type: none"> ● Does not attend 1-2 in-person class sessions ● Late most/all in-person class sessions ● Little effort, texting or web surfing (irrelevant to course) ● Demonstrates infrequent involvement in class or class discussions ● Uses harmful language at times in class and sometimes does not respect other students' identities
<p>(40-59) Moderate Participation</p>	<ul style="list-style-type: none"> ● Late to multiple in-person class sessions ● Moderate effort, texting or web surfing on occasion (irrelevant to course) ● Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them ● Rarely offers to contribute to discussion, but contributes to a moderate degree when called on ● May seem occasionally distracted or uninterested ● Uses inclusive language at times and respects other students' identities to an extent
<p>(60-79) Strong Participation</p>	<ul style="list-style-type: none"> ● Rarely late and no in-person class absences ● Engaged in classroom activities only while in the class ● Has clearly read and asks pertinent questions about course material ● Offers interpretations or analysis of course material (more than just facts) to class ● Contributes well to discussion in an ongoing way ● Responds to other students' points, thinks through own points, questions others in a constructive way ● Demonstrates consistent ongoing involvement by active visual and /or verbal engagement ● Uses inclusive language in class and respects other students' identities
<p>(80--100) Excellent Participation</p>	<ul style="list-style-type: none"> ● Consistently on time and no absences ● Engaged in classroom activities only while in the class ● Has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.) ● Participates actively and equally during in class discussions, and group activities ● Contributes in a very significant way to ongoing discussion keeps discussion focused, responds very thoughtfully to other students' comments, contributes to the cooperative dialogue-building

	<ul style="list-style-type: none"> • Demonstrates ongoing active involvement and active visual and/or verbal engagement • Always uses inclusive language in class and respects other students' identities
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e. Grading

Grading:

Letter grades for the class will be allocated as follows:

97-100	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
		<60	E

The policy on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance](#) procedures and [the policy for grading in special circumstances](#) can be found in the MSW Student Guide.

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is

recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor. Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#):

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review [the Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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*

STUDENT RESOURCES AND INFORMATION ACCOMMODATIONS

If students think they may need an accommodation for a disability, they need to let the instructor know as soon as possible. Some aspects of this course, the assignments, the in-seminar activities, and the way the course is usually taught may be modified to facilitate a student's participation and progress. The earlier students make instructor aware of their needs, the more effectively they can work with the Services for Students with Disabilities Office (SSD) (734) 763-3000 to help determine appropriate academic accommodations. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information students provide is private and confidential, and the seminar facilitators will (to the extent permitted by law) treat that information as private and confidential.

STUDENT MENTAL HEALTH AND WELLBEING

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.

References and Referencing Style

When using others' work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore, you are expected to follow this

referencing style. Publication Manual of the American Psychological Association (6th Edition) is accessible via internet. Additionally, you may access APA examples at: <http://owl.english.purdue.edu/owl/resource/560/01/> for further help citing references in course assignments.

Intellectual Honesty and Plagiarism

It is your responsibility to be familiar with and abide by the School of Social Work's standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook.

SAFETY & EMERGENCY PREPAREDNESS

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information. Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom. If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAAcompliance@umich.edu. Office of Student Services School of Social Work | Room 1748 734-936-0961

For more information view the annual Campus Safety Statement [HERE!](#)
Register for UM Emergency Alerts [HERE!](#)