I. Name of course  
Advanced Clinical Social Work Practice in Integrated Healthcare

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

The course will introduce students to the essential practice skills needed to effectively address the challenges of integrating services, care, and support for persons with health, mental health, and substance use problems. Students will become fluent in the language and culture of health and will develop a working knowledge of a wide variety of chronic health conditions. Students will examine the challenges of multidisciplinary team practice and current best practices for effective interventions. Throughout the course, students will critique behavior change theories, practice models, and evidence-based interventions for their utility in an integrated healthcare system.

Building on the student’s foundational knowledge of general practice skills (engagement, screening, comprehensive assessment, treatment planning, documentation, and evaluation) this course will emphasize practice skills and implementation of approaches designed to enhance effective communication, consumer engagement, motivation, and empowerment with clients and as a member of a collaborative health care team. Through the use of case vignettes, role plays and small group activities, students will gain experience and skills necessary to be effective in a variety of roles in primary care behavioral health (care managers, health coaches, patient advocates, counselors, team leaders). Finally, students will increase their knowledge of complementary and alternative therapies and the importance of self-care as healthcare professionals.
III. Rationale for Course

In the current healthcare system, it is all too common for consumers to face problems accessing care in artificially separate physical and behavioral healthcare systems, and to experience difficulty obtaining care that is collaborative, culturally competent, and responsive to their complex healthcare needs. A preponderance of scientific evidence demonstrates that separated, unresponsive, and fragmented healthcare is ineffective, costly, and unsustainable. For example, patients with severe mental illness have been shown to die an average of 25 years sooner than matched patients without severe mental illness, due to poor management of chronic disease and lack of routine primary care. Conversely, mounting evidence shows that costs are reduced, quality is improved, and fragmentation of care is minimized when behavioral health providers work as integrated members of primary care teams. The rapid adoption of ‘healthcare home’ team-based models by primary care systems is an indication that collaborative, team-based, integrated physical and behavioral care is rapidly emerging. Social Workers are ideally suited to meet this workforce need for skilled integrated behavioral healthcare professionals. Social Workers are trained to work collaboratively with cross-disciplinary teams of providers, are prepared to work flexibly in a variety of roles and functions, and possess the necessary skills to engage with highly diverse populations. As healthcare becomes more collaborative, social workers are in a strategic position to redefine their place in healthcare and address emerging workforce needs as integrated behavioral health care leaders and providers.

IV: Key Course Concepts

- Integrated primary care
- Four Quadrant Model
- Chronic Care Model
- Self-determination Theory
- Motivational Interviewing
- 5 A’s Model
- Cultural Competence
- Patient Self-management
- Patient Activation
- IMPACT Model
- Continuum of Collaboration
- Transtheoretical Model
- Shared Care
- Common Factors Model
- Multidisciplinary Communication
- Strengths-based Assessment
- Solution-focused Brief Therapy
- Integrative Medicine
- Complementary and Alternative Therapies
- SBIRT Model
V: Course Units

UNIT I. UNDERSTANDING THE ROLE OF THE PRIMARY CARE BEHAVIORAL HEALTH PROVIDER

UNIT II: DEVELOPING SKILLS FOR ENGAGEMENT

UNIT III: BUILDING SKILLS FOR ASSESSMENT

UNIT IV. DEVELOPING SKILLS FOR INTERVENTION AND EVALUATION

VI. Required Texts


VII: Course Outline

1. Introduction to Integrated Healthcare and the Culture of Health (EP 2.1.9)
   - Integration models and continuum of integration
   - Evidence for integration
   - Multidisciplinary practice
   - The medical model and the different languages of healthcare
   - Payment models and ramifications to social work practice
   - Facilitators and barriers to integrated healthcare

2. The Role of Social Work in Integrated Healthcare (EP 2.1.1)
   - Primary care teams, definitions, functions, and benefits
   - Components of a well-functioning team
   - How to function effectively in an interdisciplinary setting
     - Leadership
     - Advocacy skills
     - Coordination and collaboration skills
     - Ethics and boundaries

3. Theories, Perspectives, and Practice Models in Integrated Healthcare (EP 2.1.7, 2.1.3)
   - BioPsychoSocialSpiritual
   - Strengths Resiliency/Empowerment
   - Stress Vulnerability Model
   - Health management
     - Chronic care model (Wagner)
     - Health self-management (Lorig)
   - Health beliefs
   - Transtheoretical theory of change (Stages of Change)
4. Engagement and Relationship Building in Integrated Healthcare (EP 2.1.10a)
   - Common factors model –relationship focus (Duncan, Miller & Hubble, Wampold)
     - Relationship skills review
   - Practice Behaviors
     - Verbal/non verbal
     - OARS
     - Person-focused
     - Effective multidisciplinary communication
   - Diversity & cultural factors
     - Cultural humility model
     - Family and community involvement
     - Translators

5. Comprehensive Assessment (EP 2.1.10b)
   - Advanced Assessment skills building on BioPsychoSocialSpiritual model
     - Emphasis on Health, Mental Health, and Addiction and interaction
     - Strengths based assessment
       - Informal, formal, & ongoing
     - Assessing client self-management skills
     - Using assessment to build therapeutic relationship

6. Structured Assessments and Screenings (EP 2.1.10b)
   - How to choose & utilize structured assessment
   - DSM refresher including GAF
   - Mental Status Exam
   - Depression (PHQ9)
   - Bipolar (MDQ)
   - Anxiety
   - Trauma Screen (TSS, ACE)
   - Substance Abuse (CAGE aid)
   - Activities of Daily Living (Katz)
   - Mini Mental State (brief cognitive screen)
   - How to utilize assessment to inform planning and intervention

7. Common Behavioral Health Conditions in Primary Care (EP 2.1.10c)
   - Most common reasons for primary care visits
   - Importance of integrated behavioral health services in primary care
   - Services that can be provided by a behavioral health consultant
   - 5 A’s model for integrated behavioral healthcare
     - Depression epidemiology and facts
     - Integrated care model for depression
     - Diabetes epidemiology and clinical knowledge
     - Integrated care model for diabetes
   o Meaning of culture
   o Demographic shifts and projections
   o Health disparities
   o 3 models of cross-cultural competence
   o Processes for building knowledge, evaluating attitudes, developing skills
   o Delivering culturally competent healthcare using the 5 A’s framework

9. Medication and Integrated Healthcare (EP 2.1.10b, 2.1.3)
   o Prevalence of COD
   o Service needs of COD clients
   o Common co-morbid, dual diagnosis disorders
   o Medication practice with clients with complex needs
      Side effects of common medications
      Medication assistance programs
      Supporting client adherence

10. Care Planning and Documentation (EP 2.1.10b, 2.1.3)
    o What works for this client and what are they willing to accept
    o Client centered goals based on client’s own desires
    o Develop care plan based on assessment and shared decision-making (SoC consistent)
    o Integrate other providers in shared planning and decision-making process
    o Engaging families and significant others in care planning process
       Client centered family consultation model from Rochester
    o Developing effective goals
       SMART (specific, measurable, attainable, recovery-oriented, and time limited) or
       MAPS (measurable, attainable, positive, and specific)
    o Effective and concise documentation
       Note types (SIP DAP SOAP)
       Brief overview of electronic records/minimum data sets (payment, outcomes)
        ● Change of Status
    o Ongoing monitoring, reviewing, and re-evaluating goals
       Understanding and assuring that treatment meet medical necessity standards
       Documentation and justification for continued medical care (NCQA criteria)
       Considering proper level of care and cost of care
        ● Examples: ASAM (American Society for Addiction Studies)

11. Interventions in Integrated Healthcare (EP 2.1.6, 2.1.10c, 2.1.3)
    o Selecting the most appropriate interventions
       FLAIR (Washington University)
    o Motivational Interviewing
    o Solution-focused (1 class)
    o Evidence-based Practice Examples: CBT, DBT, IPT
    o Psychoeducation
UNIT I. UNDERSTANDING THE ROLE OF THE PRIMARY CARE BEHAVIORAL HEALTH PROVIDER

Module 1: Introduction to Integrated Healthcare & the Culture of Health

Required Reading

Chapter 1: Introduction to Integrated Care, pp. 3-19

Assignment: Build a Student Homepage
Having a homepage fosters an exchange of information and builds a community of learning with your course colleagues.
Information to include on your homepage:

- **Introduction**
  - Why you are taking this course (besides, “it’s required”)
    - Any other courses you’ve taken concerning mental health (it’s ok if you haven’t taken any others).
    - Of the topics listed in the syllabus, which topic is of greatest interest to you? Which is of least interest? Why?
    - What knowledge and experience do you have that is pertinent to your interest in this course?

- **Personal Information**
  - Who you are both professionally and personally? Only include information that you are comfortable providing.
  - Upload picture of yourself (this is optional) (can include others, pets, etc. but must include you).

Instructions for adding information to the Student Homepage area from the course website:

[Note: These instructions are for Blackboard, if your institution does not have a learning management system, you could introduce an open-source system for the class, such as Moodle]

- Click on “Course Tools” button on the left-hand side of your Blackboard interface
- Click on “Homepage”
- Follow the prompts on the page – enter YOUR information in the empty boxes.
  - One paragraph for the introduction and one paragraph for the personal information are sufficient.
  - Note – if you have experience with web page development, you may use html tags within each section, however, it is not required.
- To add a digital picture, treat it as an attachment to an email. In the appropriate box in the template click “browse”, find your file, click “open”, and then click “ok”.

**Supplemental Reading List**

Module 2: The Role of Social Work in Integrated Healthcare

Required Reading

Chapter 1: Introduction to Integrated Care, pp. 3-19
Chapter 15: Leadership in integrated care, pp.269-280


Chapter 3: An Advocacy Framework: Tasks, Skills and Activities, pp. 23-58
Chapter 4: Case Advocacy Skills, pp. 59-96

Module 3: Theories, Perspectives, and Practice Models in Integrated Healthcare

Required Reading


Module 4: Engagement and Relationship Building

Required Reading


**Supplemental Reading List**


**UNIT II: DEVELOPING SKILLS FOR ENGAGEMENT**

**Module 5: Comprehensive Assessment in Integrated Healthcare**

**Required Reading**


Chapter 3: A screening and assessment primer, pp.35-57


Chapter 3: Systemic Assessment: Everything is connected, pp. 51-82


Chapter 1: Being well: A strength approach to health and healing, pp. 1-11

**Assignments**

Peter is a 47-year-old Latino male who is married and currently living with his wife (45) and 2 children (Samuel, M/12 and Anne, F/14). He has been a computer engineer at a large company for 15 years and is a respected colleague at the company. Recently, he has suffered from frequent stomachache and headaches, which finally led him to visit his doctor. He also shared that he has not been sleeping well for the past three months. Peter has a conflictual relationship with his wife and they argue over parenting issues and priorities with their two teenage children. Recently, Peter’s mother, who is 75-years-old, is diagnosed with liver cancer. He has a fairly close relationship with
his mother who lives two hours away from Peter. Peter does not have an active social life and he spends most of his time either at work or with his family.

If you were to conduct a bio-psycho-sociocultural-spiritual assessment with Peter, please discuss the following:

- Discuss dimensions to be included in the assessment.
- What questions would you ask to assess the different dimensions during the assessment process?
- Describe who you would include in the assessment process and for what purposes.
- Based on the assessment, how would you and Peter define his problem in a solvable manner?
- Based on the assessment, how would you facilitate Peter in developing helpful and attainable goals?

Page length of the assignment: About 5 pages

**Supplemental Reading List**

**Bio-psycho-sociocultural-spiritual Assessment**


*Strengths-based Assessment*


Assessing client self-management skills


Useful websites

• NIDA Quick Screen: Clinician’s Screening Tool for Drug Use in General Medical Settings: [http://www.drugabuse.gov/nmassist/](http://www.drugabuse.gov/nmassist/)


Module 6: Structured Assessments and Screening

Required Reading

Assessment Tools to review


- Depression Screening (PHQ-9), pp.6-11
- Substance Use Screening and Assessment (CAGE-AID), pp.26-27
- Suicide Risk Assessment (SBQ-R), pp. 28-34


Videos to review

Assignments: Group Discussion and Role Play

Discuss: What are the relationships between comprehensive and structured assessments?

Role play: Break into groups of 3 to practice one or more of the assessment instruments from the required reading. Each group will consist of a social worker, a consumer, and an observer. Have the student consumer play the role of a consumer with whom they are familiar. After 5-7 minutes of interaction stop; all the group members should discuss the interaction for 2-3 minutes, then rotate roles.

Module 7: Common Behavioral Health Conditions in Primary Care

Required Reading
Supplemental Reading List


- National Ambulatory Medical Care Survey: 2009 Summary Tables. National Center for Health Statistics. Centers for Disease Control and Prevention, Atlanta, GA.


*Online resources*

• The Agency for Healthcare Research and Quality (AHRQ) Academy for Integrating Behavioral Health and Primary Care: http://integrationacademy.ahrq.gov/

• California Mental Health Services Authority: http://www.ibhp.org/

• Integrated Primary Care: http://www.integratedprimarycare.com/

• American Diabetes Association: http://www.diabetes.org/

*Module 8: Cross-Cultural Issues in Integrated Healthcare*

*Required Reading*


Chapter 7: Cross-cultural issues in integrated care, pp. 145 - 164

YouTube video: Cultural Competency for Healthcare Providers http://www.youtube.com/watch?v=dNLtAj0wy6I

*Supplemental Reading List*


Module 9: Medication and Integrated Healthcare

Required Reading

Chapter 5: Pharmacologic Competency, pp. 75-123

Assignment: Medication Scenario
Scenario: John is your client. He is a single white male 59 years old. He suffers from chronic pain and has been diagnosed with Major Depressive Disorder. The medication prescribed for John is Cymbalta, which is quite expensive. John currently is not covered by health insurance.

Conduct an online search to investigate indigent medication programs available and identify one program that could be used to assist your client. Write a two-page summary describing the medication assistance program that best suits John’s needs. Briefly discuss the various assistance programs that you explored and what you have learned from this activity.

Supplemental Reading List


Module 10: Care Planning and Documentation

Required Reading
   Section 1: Planning the Trip, pp. 3-39
   Section III: Chapter 6 and 7, pp. 119-155.

Module 11: Interventions in Integrated Healthcare

Required Reading
   Chapter 4: Brief treatment: A model of clinical guidelines in integrated care, pp. 59-73
   Chapter 8: Useful assumptions and tools, pp.130-148

Also, choose one from the following list:


Assignment: Intervention Scenario
Using the same case scenario as the Assessment module (Peter’s case, p.9), please formulate an intervention plan based on your assessment. Include the following in your intervention plan:

- Who would you include in the treatment process?
- Please clearly describe the proposed intervention procedures. You can choose to base your intervention plan on any of the following as appropriate:
  - Models of integrated health
  - Appropriate evidence-supported treatments
  - A solution-focused approach

Page length of the assignment: About 5 pages

Supplemental Reading List

Models of Integrated Health


- Park, J. & Pollack, D., Bartels, S., & Mauer, B. (January 2005). Integrating Behavioral Health and Primary Care Services: Opportunities and Challenges for State Mental Health Authorities. Alexandria, VA: National Association of State Mental Health Program Directors (NASMHPD), Medical Directors Council. (Four Quadrant Model/Care Model)


Evidence Supported Treatments


**A Solution-Focused Approach to Health/Mental Health Treatment**


**Useful website**
- Solution-Focused Brief Therapy Association: http://www.sfbta.org

**Module 12: Motivational Interviewing Part 1**

**Required Reading**


**Group Activities: Role Play**

For this role play you will use the OARS Clinical Critique Form found on pages 169-183 in the curriculum guide:


Break into groups of 3 to practice one or more of the assessment instruments from the required reading. Each group will consist of a social worker, a consumer, and an observer. The observers will rate the interaction using the Clinical Critique Form. Have the student consumer play the role of a consumer with whom they are familiar. After 5-7 minutes of interaction stop; all the group members should discuss the interaction for 2-3 minutes, then rotate roles.

It may be helpful to also show the students a video clip that contrasts the use of a traditional interviewing style with motivational interviewing. This clip uses a nurse and patient interaction about Diabetes: http://www.youtube.com/watch?v=_KNIPGV7Xyg
The clips below provide a face to the problem and are good for students to see what stages of change individuals are in. Select parts to show.

Chris part 1: [http://www.youtube.com/watch?v=747T8gBUYoA](http://www.youtube.com/watch?v=747T8gBUYoA)

Chris part 2: [http://www.youtube.com/watch?v=tXyXClzGYXI&feature=relmfu](http://www.youtube.com/watch?v=tXyXClzGYXI&feature=relmfu)

Chris part 3: [http://www.youtube.com/watch?v=hs48vRdBOMU&feature=relmfu](http://www.youtube.com/watch?v=hs48vRdBOMU&feature=relmfu)

Final update: [http://www.youtube.com/watch?v=avVfDjttQSE](http://www.youtube.com/watch?v=avVfDjttQSE)


**Module 13: Motivational Interviewing, Part 2**

**Required Reading**


**Group Activities: Rolling with Resistance**
The video clip: [http://wisewoman.info/?q=node/5](http://wisewoman.info/?q=node/5) demonstrates rolling with resistance techniques. Watch the clip and discuss which techniques were used, how effective you thought they were, and what you would do differently.

**Module 14: Complementary and Alternative Body-Mind-Spirit Interventions**

**Required Reading**


Chapter 6: Nurturing the Body for Balance and Tranquility

Chapter 8: Spiritual Growth and Transformation: Expanding Life’s Horizons
Chapter 15: Ethics and Integrative Body-Mind-Spirit Social Work

Assignments

Select one CAM Body-Mind-Spirit Intervention that you are interested in learning and practicing. Practice the selected intervention consistently for a week.

Write a 2-page reflection paper that includes the following content:

- Briefly describe the intervention and evidence for its benefits
- Reflect on your experience of the practice: Benefits and Challenges
- Identify one client that you are currently working with in your internship or a client group that you plan to use the intervention and describe the rationale for your selection and any potential concerns or considerations

Supplemental Reading List

Overview


*Promoting Wellness and Health*


**Spirituality**


**Evidence-informed CAM and Body-Mind-Spirit practices for diverse health and mental health problems**


**Journals**
- Alternative Therapies in Health and Medicine
- Integrative Medicine
- Journal of Religion and Spirituality in Social Work

**Useful websites**
- Buddhist inspired resources for physicians and other health care professionals - [http://dharmadoctors.org](http://dharmadoctors.org)

**Module 15: Evaluation of Client Progress and Social Worker Effectiveness**

**Required Reading**

Chapter 17: An outcome and clinical research focus in an integrated care patient-centered medical home. pages 297-309.


**Assignment: Health Plan Employer Data and Information Set**
As noted in your class lecture and class PowerPoint, the National Committee for Quality Assurance website identifies and explains HEDIS, the Health Plan Employer Data and Information Set, which is
the most widely used set of performance measures for analyzing the quality of managed care plans. The website also describes the processes of accreditation, performance measurement, and the widely used HEDIS report card.

Visit the NCQA website and read the information on HEDIS measures and the HEDIS report card. Write a two page summary of the pros and cons of using HEDIS measures and the HEDIS report card for continuous quality improvement. If you were the CEO of a managed care organization would the HEDIS measures be your outcome measures of choice? Explain your reasoning.

Supplemental Reading List


VIII: Papers/Assignments

Module 1: Build a Student Homepage

Module 5: Assessment case paper (5 pages)

Module 9: Medication Scenario (2 pages)

Module 11: Intervention case paper (5 pages)

Module 14: CAM Body-Mind-Spirit reflection paper (2 pages)

Module 15: HEDIS Pros and Cons (2 pages)

Class Participation

Students are expected to contribute to in-class discussions. You are required to read the assigned articles and be prepared to discuss them.

Attendance
Students are expected to attend all classes and participate in class activities. Attendance will be taken at each class. Students who have anticipate having difficulties with attendance should discuss this with the instructor during the first week of class.

**HIPPA Policy Statement**

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means that any information that would allow someone to know who the person was needs to be changed or eliminated. This includes obvious things like names, birthdates, and other information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.