

**The University of Texas at El Paso  
Master of Social Work Program**

**SOWK 3370/5393 Special Issues in SOWK: Integrated Behavioral Health (IBH)**

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Term: Fall 2021

Classroom: Education Building 202

Office Hours: 2:00pm-3:00pm Monday & Wednesday

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Class Meeting Time: 4:00pm–6:50pm, M

### **I. Course Description**

The objective of the course is to introduce you to the theories and practice of integrated behavioral health in primary care and behavioral health settings. You will become knowledgeable of the roles of behavioral health providers working in primary care and behavioral settings, theories and models of care, and cross-cultural issues. You will develop skills in engagement, assessment, and intervention planning and implementation, and practice evaluation. Because the populations served in both settings span the spectrum of severity in both the physical and behavioral health dimensions, you will develop competencies in engaging and supporting patients across a range of health conditions.

The course will introduce you to the essential practice skills needed to effectively address the challenges of integrating services, care, and support for persons with physical and behavioral health issues. You will begin to learn 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, you will critique behavior change theories, practice models, and evidence-based interventions for their utility in an integrated healthcare system. Building on your foundational knowledge of general practice skills (engagement, screening, comprehensive assessment, treatment planning, documentation, and evaluation) the 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, you will gain experience and skills necessary to be effective in a variety of roles in integrated behavioral health (care managers, health coaches, patient advocates, counselors, team leaders).

### **II. Course Competencies and Learning Objectives**

Based on the UTEP Social Work Program's Mission Statement, Goals, and Objectives for the MSW Program, and on the Council on Social Work Education, students who complete this course are expected to be able to:

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

**Competency 2: Engage Diversity and Difference in Practice**

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes;

Upon course completion, you will be able to do the following things:

- Identify all integrated team members and roles and distinguish the role of social work in integrated care settings.
- Explain theories and practice models in IBH.

- Demonstrate cultural competence in IBH.
- Demonstrate effective engagement, assessment, intervention planning, implementation and evaluation using at least 3 direct practice intervention tools.
- Identify and compare similarities between at least 2 chronic behavioral health diagnoses and 2 physical health chronic diagnoses.
- Develop an evidenced based treatment plan for treating behavioral health disorders across different age groups.
- Evaluate client progress and social worker effectiveness

### III. Course Materials

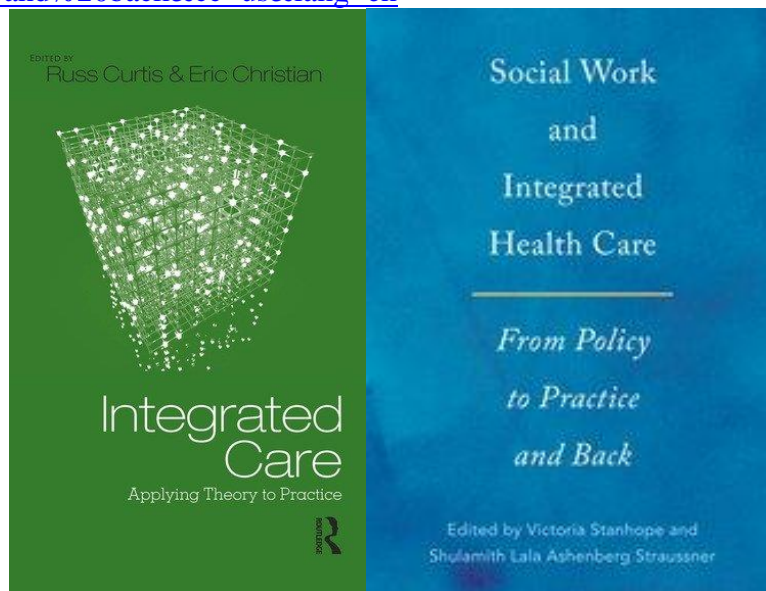
#### Required Text:

Curtis, R., & Christian, E. (Eds.). (2012). *Integrated care: Applying theory to practice*. Routledge.

<https://www.routledge.com/Integrated-Care-Applying-Theory-to-Practice/Curtis-Christian/p/book/9780415891325>

Stanhope, V., & Straussner, S. L. A. (Eds.). (2018). *Social work and integrated health care: From policy to practice and back*. Oxford University Press.

<https://global.oup.com/ushe/product/social-work-and-integrated-health-care-9780190607296?q=Social%20work%20and%20integrated%20health%20care:%20From%20policy%20to%20practice%20and%20back&cc=us&lang=en>



Learning is a process and is subject to changes. Therefore, the instructor reserves the right to assign additional readings throughout the semester and make changes to assigned readings as needed to best facilitate students' learning.

**Supplemental Texts, Articles and Learning Resources:**

Publication manual of the American Psychological Association (7th ed.). (2019). Washington, DC: American Psychological Association.

Purdue Online Writing Lab (OWL) OWL (<https://owl.english.purdue.edu/owl/>) provides writing resources for free. The homepage links to other resources, including APA style guides. If you are not familiar with APA style writing, please visit this website and learn how to write in APA academic writing style.

Students will be required to read and critically evaluate articles from the professional literature related to the course. There are also supplemental readings listed on the Blackboard. You are not required to read the supplemental options, but it might be helpful to read some of them to more fully understand or to aid you in completing assignments.

**IV. Course Assignments**

Grades are the outcome of student efforts and demonstration of competency. They are “earned” not “given.” Grades for the course will be assigned based on the total number of points earned out of a total of 1000 points available. Points correspond to the following course assignments:

**Assignment 1: Case Assessment and Intervention Plan, 300 pts (30%) Due by 10/24**

This assignment requires you critically reflect on need of a patient suffering from a physical chronic illness as the primary concern and diagnosis while affected by mental disorders; assess the patient’s case through biopsychosocial and cultural lens; and develop and describe an intervention plan and support/advocacy role you can provide as an integrated behavioral health provider. The paper should consist of a description of a patient and his/her presenting problem, a biopsychosocial and cultural clinical assessment of the patient, a proposed intervention plan, and potential barriers and your strategies to overcome them. A detailed assignment description and rubrics will be made available on Blackboard.

**Assignment 2: Terminology website visit with quizzes to submit, 100 pts (10%) Due by 10/18 7PM**

<https://www.dmu.edu/medterms/welcome/>. Watch the Welcome, Overview, Basics, and Odds and Ends. Review the sections of digestive system, respiratory system and medicine cabinet. You will find a quiz for each of these three modules. Please complete the 3 quizzes and submit the screenshots of each completion to Blackboard (Week9 folder in Blackboard).

**Assignment 3: SBIRT Training, 200 pts (20%)**

Students will complete two SBIRT online trainings. Please watch on-demand recordings (see SBIRT Training folder in Blackboard), submit a certificate of attendance for each training to Blackboard, and post your reflection of each training to Discussion Boards in Blackboard.

- Brief Intervention for Adolescents Part I (Due 09/26): BNI Using MI Strategies
- Brief Intervention for Adolescents Part II (Due 10/10): BNI Using MI and CBT Strategies

**Assignment 4: IBH Presentation, 300 pts (30%)**

In groups of two, students will be assigned on a specific group of populations or topic and are responsible for presenting information about common co-occurring behavioral health conditions/disorders in primary care settings. Each group will educate the class about the presenting conditions incorporating appropriate medical terminology; include appropriate assessment tools/measures; discuss medications for pharmacological intervention, and incorporate appropriate behavioral interventions. The group is expected to demonstrate the use

of assessment tools (role play). A detailed assignment description and rubrics will be made available on Blackboard.

**Participation: 100 pts (10%)**

Students will be expected to fully participate in various class activities to practice and demonstrate their emerging social work practice skills and knowledge on IBH. Attendance, punctuality, active participation/engagement, helpful feedback, and thoughtful contributions are essential and expected to a meaningful learning experience with deeper comprehension of the material. Your class attendance and active participation is vital not only to your learning, but to your classmates' learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class and/or group discussions. Class participation include completion of weekly readings, Blackboard discussions, class/small group discussions, class exercises, role plays, and other scheduled assignments. Students will earn the points for their participation based on their participation and completion on these activities. **Because these activities are designed to contribute to your learning each week, participation points cannot be made up after their due date has passed.**

**V. Grading System and Scale**

A letter grade will be earned based on the five learning assignments. The grade percentage weights assigned to the assignments are as follows:

**Case Assessment and Intervention Plan, 300 pts (30%)**

**Terminology website visit with quizzes to submit, 100 pts (10%)**

**SBIRT Training, 200 pts (20%)**

**IBH Presentation, 300 pts (30%)**

**Participation, 100 pts (10%)**

**Total            1000 pts (100%)**

**Grading scale**

A (Exceptional, Superior mastery) = 100 - 90 %

B (Adequate mastery) = 89.9 - 80 %

C (Limited mastery) = 79.9 - 70 %

D (Deficient mastery) = 69.9 - 60 %

F = 59 %

Incomplete (I) will only be given in accordance with the policies of the MSW Student Manual.

Note that, under UTEP policy, graduate students must maintain a cumulative 3.0 GPA.

**VI. Class Policies**

**Syllabus Changes:** The instructor reserves the right to make changes to the syllabus at any point during the semester.

**Late Assignments:** Any assignment that is not turned in by the due dates/times specified in the course syllabus (See Course Outline) will be considered late. While extenuating circumstances may be taken into consideration,

late assignments will be lowered by 10% of point value for each day the assignment is late. Assignments past due three days are not accepted. **No late assignments are allowed for in-class exercises and participation because these activities are designed to contribute to your learning each week and they cannot be made up after their due date has passed.**

**Attendance and the Drop Deadline:** Students who miss more than **TWO** class meetings will be dropped from the class. Extenuating circumstances may be taken into consideration at the instructor's discretion.

**Documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor's note, letter from your employer, etc.) within a reasonable time frame.**

Students wishing to drop a course and receive a grade of W must do so prior to the Drop Deadline. Dropping a course after that time will result in an automatic grade of F.

**Incomplete Grade Policy:** Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

**Technology Requirements:** Course content is also delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. You will need to have access to a computer/laptop, a webcam, and a microphone. If the class holds virtual meetings, students are expected to have their cameras on throughout the class time. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk as they are trained specifically in assisting with technological needs of students.](#)

**Alternative means of submitting work in case of technical issues:** Students are strongly encouraged to submit their work with plenty of time to spare in the event that they have a technical issue with the course website, network, and/or their computer. I also suggest you save all your work (e.g., answers to discussion points, etc.) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

**Email:** UTEP email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their UTEP email for university and course-related information and announcements. Students are expected to use their UTEP accounts and are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently (minimum of twice/week) to stay current with course-related communications, some of which may require responses within specific time limits.

**Confidentiality:** Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the

conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.

**Professional Conduct in Class:** Students are expected to act like professionals in class. This means arriving at class room on time, being prepared to participate in the class discussion, paying attention during class activities and discussions, not holding side conversations nor monopolizing conversations, or engaging in any activities that disturb other members of the class (e.g., texting, emailing, dominating discussions, disrespectful behavior) and showing respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment students will be exposed to diverse ideas and opinions, and sometime will not agree with the ideas expressed by others. However, you will be expected to engage one another with respect and professionalism.

**Classroom Civility:** A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. Students are responsible for treating others with courtesy and respect and should promote group cohesion in an effort to create a safe learning environment. Students are expected to listen to the concerns and opinions of others with openness and provide suggestions.

**Tips for Online Participation/Discussion:** *Familiarize yourself with Netiquette found in Blackboard Home Page.*

- **Language:** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.
- **Be Forgiving:** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.
- **This is Permanent:** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.
- **Test For Clarity:** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
- **Remember Your Place:** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
- **Follow the Parameters/ Stick To The Point:** Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.

- **Read First, Write Later:** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
- **Blackboard is NOT a Public Internet Venue:** All postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

UTEP expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. *Any disruptive behavior that interrupts faculty's ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn could lead to deductions in participation points, removal from the classroom and reporting the behavior to the Office of Student Conduct and Conflict Resolution.* Please check the links below for further information.

- [UTEP Handbook of Operating Procedures](#)
- [UTEP Office of Student Conduct and Conflict Resolution](#)
- [UTEP Office of Institutional Compliance](#)

**Class Recordings:** The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

**Copyright Statement for Course Materials:** All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

### **COVID-19 PRECAUTIONS: *Miners Take Care of Miners!***

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be



available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

**This syllabus serves as our guiding contract agreement for the term. You are responsible for reading it thoroughly prior to our second class session. You are also responsible for reading assignment instructions/grading rubrics and self-monitoring assignment due dates.**

## **VII. Students with Disabilities: Americans with Disabilities Act**

The University of Texas at El Paso is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing The Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. CASS determines whether students need accommodation, and assists the instructor in providing accommodation. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](http://sa.utep.edu/cass/) (CASS).

If you have or suspect you may have a disability and need accommodations, you should contact The Center for Accommodations and Support Services (CASS) at 915-747-5148. You can also email the office at [cass@utep.edu](mailto:cass@utep.edu) or apply for accommodations online via the [CASS portal](http://sa.utep.edu/cass/). For additional information, visit the CASS Website at <http://sa.utep.edu/cass/>.

## **COVID-19 Accommodations**

Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](http://sa.utep.edu/cass/) (CASS) to discuss temporary accommodations for on-campus courses and activities.

## **VIII. Academic Dishonesty**

It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. According to the University of Texas at El Paso's Handbook of Operating Procedures (1.2.2.1), Scholastic Dishonesty is defined as:

"Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](http://sa.utep.edu/osccr/) for possible disciplinary action. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. To learn more [HOOP: Student Conduct and Discipline](http://sa.utep.edu/osccr/).

**Plagiarism Detecting Software:**

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

**IX. Title IX Statement**

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

**Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s) in the following link:** <https://www.utep.edu/titleix/Title-IX-Coordinators.html>

**Related Resources**

- Center Against Family Violence Hopelines: **915.593.7300 or 1.800.727.0511**
- El Paso Police Department (**911**) or UTEP Police Department (**747-5611**).
- For suspected harm of children or older persons, Child/Adult Protective Services **1-800-252-5400**.
- National Domestic Violence Hotline **1-800-799-SAFE (7233)**.

**Student Support Services**

UTEP provides a variety of student services and support:

Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

All students experience stress and emotional challenges. The following resources can help those feeling stressed, experiencing loss, and considering ending their life.

- Counseling and Psychological Services: UTEP's Counseling and Psychological Services offers free counseling to all students with the same number leading to an after-hours crisis line: **(915) 747-5302**
- Mental Health Crisis Line **(915) 779-1800**
- National Suicide Prevention Hotline **1-800-273-8255** and Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance Against Mental Illness) **(915) 534-5478**
- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.

**Course Schedule and Timeline**  
**[This course schedule is subject to change]**

<b>FALL 2021</b>	<b>DATE</b>	<b>Topic</b>	<b>READINGS</b>	<b>ASSIGNMENTS/ CLASS ACTIVITIES</b>	<b>COURSE COMPETENCIES</b>
<b>1</b>	<b>8/23</b>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus &amp; Course overview</li> <li>• Introduction to IBH</li> </ul>	Curtis & Christian Ch1-2; Stanhope & Straussner Ch1	Class Discussion of course goals, expectations, values and assignments  <b><u>Assignments Due by 11:59pm on 08/29</u></b> - <b><u>IBH Survey (Blackboard)</u></b>	1,2
<b>2</b>	<b>8/30</b>	The Role of Social Work in Integrated Healthcare	Curtis & Christian Ch15, 18; Stanhope & Straussner Ch7, 14  Core Competencies for Integrated Behavioral Health and Primary Care (Blackboard)	Class Discussion & IBH Presentation Discussion	1,2,6
<b>3</b>	<b>9/6</b>	LABOR DAY: NO CLASS			
<b>4</b>	<b>9/13</b>	Theories, Perspectives, and Practice Models in Integrated Healthcare	Stanhope & Straussner Ch2, 3, 8, & 15	Class Discussion	2
<b>5</b>	<b>9/20</b>	Engagement, Relationship Building & Assessment	Curtis & Christian Ch3; Stanhope & Straussner Ch9	<b><u>Assignments Due by 11:59pm on 09/26</u></b> - <b>Blackboard Assignments</b> - <b>SBIRT Training Part I</b>	6,7
<b>6</b>	<b>9/27</b>	Engagement, Relationship Building & Assessment		Class Discussion and Group Activities	6,7
<b>7</b>	<b>10/4</b>	Care Planning, EBP	Curtis & Christian	Class Discussion and	6,7,8

		& Interventions	Ch4; Stanhope & Straussner Ch 10, 11, & 12	Activities <b><u>Assignments Due by 11:59pm on 10/10</u></b> - SBIRT Training Part II	
8	10/11	Ethics & Cross-Cultural Issues in IBH	Curtis & Christian Ch6&7  Behavioral Health Implementation Guide for the National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care (Blackboard)	<b><u>Blackboard Assignments Due By 11:59pm on 10/17</u></b>	1,2
9	10/18	Medication & IBH	Curtis & Christian Ch5	IBH Presentation Class Discussion  <b><u>Assignment 2 Due by 7pm on 10/18 (see Blackboard)</u></b>  <b><u>Assignment 1 Due by 11:59pm on 10/24 (see Blackboard)</u></b>	2,7,8
10	10/25	Documentation, Telehealth & Health Information Technology	Curtis & Christian Ch8; Stanhope & Straussner Ch16	<b><u>Blackboard Assignments Due By 11:59pm on 10/31</u></b>	1,8
11	11/1	Health, Mental Health, and Integrated Care Policy & Healthcare Financing	Curtis & Christian Ch16; Stanhope & Straussner Ch4-6	Guest Speaker: TBD Class Discussion	1,7,8,9
12	11/8	Evaluation of Client Progress and Social Worker Effectiveness	Curtis & Christian Ch17; Stanhope & Straussner Ch17	Class Discussion and Activities	9

<b>13</b>	<b>11/15</b>	<b>IBH Presentations</b>		Class Discussion	2,6,7,8,9
<b>14</b>	<b>11/22</b>	<b>IBH Presentations</b>		Class Discussion	2,6,7,8,9
<b>15</b>	<b>11/29</b>	<b>IBH Presentations</b>		Class Discussion  <b><u>Assignments Due by 11:59pm on 11/29</u></b> - <b><u>IBH Survey</u></b> <b><u>(Blackboard)</u></b>	2,6,7,8,9