

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 602**

**Health and Behavioral Health Policy and Systems**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, mezzo, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus on working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This course provides students with frameworks for understanding the interrelationship between developments in health and behavioral health policy, delivery systems, and social work practice on micro, mezzo, and macro levels. This includes how policy shapes the experiences of individuals and families, important aspects of care delivery and financing; models of care, tools for analyzing policies and advocacy, financial structures, and financial sustainability, and workforce issues. Emphasis will be placed on the critical examination of policies to increase the understanding of the impact of race, gender, immigration status, sexual orientation/identity, and culture.

The course also considers the organizational context of social work practice in various health care settings. Practice issues associated with organizational structure, patient-centered care, team and interdisciplinary relations, as well as collaboration and conflict, are considered. Ethical dilemmas and the significance of values will also be discussed.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 3.0: Advance Human Rights and Social, Economic, and Environmental Justice**

| **Assignment** | Classroom discussion | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Online Discussion Forums | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Policy Brief Assignment | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Final Quiz | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Reading and Podcasts | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 5.0: Engage in Policy Practice**

| **Assignment** | Classroom discussion | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Online Discussion Forums | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Policy Brief Assignment | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Final Quiz | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Reading and Podcasts | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only, and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class, as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name), or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, and also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [,](https://www.luc.edu/equity/titleixequitylaws/titleix/) Chicago Page, for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat the Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs, among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard; all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor, a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Percentage (%)** |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with the final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Policy Brief** (\_ points, 20% of final grade)

The policy brief assignment provides students the opportunity to engage in change regarding a problem identified by the student in their practice setting (e.g., internship, job). The overall structure of the paper is to describe a problem identified by the student in their practice setting, then write a policy brief intended for a specific stakeholder (champion) in that practice setting. The student is encouraged to work with their supervisor and/or the stakeholder identified in the process of writing this brief and submit the brief for consideration. The brief defines the problem from the perspective of that practice setting/stakeholder to include why current policies are not sufficient. Then, drawing on evidence, identifies, explains, and critiques at least three potential and mutually exclusive options that may resolve the problem as defined in the problem statement. The paper concludes with a final recommendation (one of the three options). Overall, there are seven sections of the paper:

1. Title of the paper
2. Executive summary
3. Definition, context, and importance of the problem
4. Pre-existing policies
5. Identification and critique of policy options
6. Your policy recommendations
7. Sources cited (and may consider recommended sources)

The brief is no longer than 7 pages (excluding references). Brevity is important and may be accomplished by using subheadings, bullet points, etc.

**Identification of the topic.** Before starting the paper, it is recommended that you identify a topic as well as a stakeholder (champion) in discussion with your internship supervisor, your current employer, or a group in whom you are interested. Then, it is recommended that you work with that stakeholder to develop a document that will result in real change. In exploring the topic, remember that this is a significant part of the assignment: what is the issue, why is it a problem, and who will you target for resolution. So, again, make it real…identify and engage a stakeholder that can actually do something about the problem/issue and help them out with this paper by helping them define the problem, then consider solutions (in the policy brief paper).

A few thoughts to consider:

* Remember that all social work/public health practice is policy practice.
* Policy in this class is broadly defined. As a result, the topic for this paper may be on any level (e.g., agency, local, state, or federal level), concern written or unwritten policies, etc.
* Ensure that your topic is doable. Select a topic that is narrow enough so that you have focus and can conduct a comprehensive analysis.
* Consider potential ways to solve the problem. Even though that comes with the final paper, you want to have a sense that there are ways to solve the problem.
* Ensure there is research on the topic. Some topics have little or no research in the peer-reviewed literature. Although this may be a “real-life” problem, if you were writing a brief on a topic, you need to demonstrate the capacity to conduct a research-based analysis for this course. This warrants a quick lit review in the area of the policy brief you have identified to confirm research exists. This initial check of the literature also helps you think about the topic more thoroughly.

It is important to remember that huge federal policies *may* be appropriate for this project, but organizational and local level policies may be more useful and interesting for some students. Again, make it real for you and about what you know and experience. For example, topics from the previous year include:

* Increasing the frequency of toy washing in a children’s hospital playroom to reduce infection. This is very interesting to many hospitals lately since they are often held accountable for hospital-acquired conditions. For example, it is interesting to identify the current costs of toy-acquired infection vs. the cost of prevention.
* One student worked in an agency that required 6 or fewer sessions for clients in mental health therapy. She wrote an award-winning brief for the agency in which she researched alternatives to this policy and suggested a better alternative.

**Policy Brief Assignment Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Description** | **Exceeds Standard** | **Meets Standard** | **Nearly Meets Standard** | **Does Not Meet Standard** | **Absent** |
| **Title** | The title is descriptive, relevant, and reflective of a narrow and focused topic. Your name and date are included. |  |  |  |  |  |
| **Executive Summary** | Provides a complete, one-page overview of the *entire* brief. Identifies for whom the brief is intended (the stakeholder). (this may take the form of a memo). |  |  |  |  |  |
| **The Problem: Definitions, context, and importance of the problem** | Problem/issue is clearly defined, clearly articulates why it is a problem, quantifies the problem, and provides a context for the problem and the background/root causes. Includes a statement of your organization’s interest in the issue. Clearly establishes a criteria for resolution of the problem. Literature is referenced to lend credibility. |  |  |  |  |  |
| **Pre-existing Policies** | Summarize what has been done regarding the issue/problem by the stakeholder identified and from their perspective. This may include formal or informal policies. This section clearly informs the reader of the policy options that have been pursued. What else is needed? Why are these pre-existing policies not enough? |  |  |  |  |  |
| **Identification of policy options** | Identification of at least 3 options (one option may be to leave the policy as it is). |  |  |  |  |  |
| **Critical analysis of policy options** | Critical comparison of the policy options to include the pros/cons of each policy option supported by credible evidence that demonstrates this option will yield the intended outcomes. Discuss how each option meets the criteria to resolve the problem as discussed in the problem statement. Stakeholder/political factors are considered in the analysis. |  |  |  |  |  |
| **Your recommendation** | One policy option is recommended based on the analysis. Articulates the reason, supported by facts and evidence, why the policy option is chosen would be the best avenue for problem resolution. |  |  |  |  |  |
| **Citations** | Statements throughout the brief are supported with citations. When citations are not primary research, the brief clearly states so and why. |  |  |  |  |  |
| **Sources** | Identifies cited sources. Remember that sources should be *primary* research articles or systemic reviews that are credible to stakeholders. |  |  |  |  |  |
| **Policy brief characteristics** | Focused, professional, evidence-based, succinct, and easy to read (e.g., makes good use of headings and bullet points). Paraphrasing where appropriate. |  |  |  |  |  |

**Discussion Forums** (\_ points, 60% of final grade, 10% each)

During Week 1 of each Unit, students will engage in the discussion forum, each of which is worth 10% each for a total of 60% of the total grade.

The discussion forum provides the opportunity to engage in the application of course material to their internship/work experience. Significant opportunities for advocacy and change are written. This is done in the forums to provide students with further experience with writing and engaging in dialogue in a written format. Each discussion forum will start with a question posed by the instructor. Each student should draft a one-page essay to that question that cites required reading and videos. A major task of this initial one-page essay is to use assigned materials to support your points and opinions. Once the initial essay is posted to the forum, the forum will open, and the student can see the initial essays and responses of other students. Each student is then responsible for responding to their classmates at least twice on two different days. The answer should include your support of or challenge the opening statement(s) or one another’s remarks using appropriate citations from the assigned literature. Your comments are to be thoughtful, appropriate, and supportive. See the discussion forum grading rubric below, as well as the etiquette. Be aware of the dates that the discussion forums open and close (see Sakai).

*Discussion Forum Etiquette*

* Participation does not include email communications. Do not use attachments.
* Make sure you log on several times a week so that you do not become overwhelmed with postings.
* Use appropriate grammar and use spell-check.
* Please participate in online discussions as you would in constructive face-to-face discussions.
* Please be professional and courteous.
* Online communication lacks the non-verbal cues that provide much of the meaning in face-to-face conversations. Choose your words carefully, phrase your sentences clearly, and keep your sentences and paragraphs brief.
* State the main topic of your posting in the subject line.
* State your purpose for writing at or near the beginning of your message whenever possible.
* Proofread what you post. You may want to use a word processor to draft what you intend to say, check your spelling and grammar, and then paste your text into the message section of your posting.
* Please do not use all capital letters. It makes it hard to read, and it comes across as though you were shouting.
* Lastly, remember to comment on one another’s remarks in a thoughtful, respectful, and insightful manner. While we do not anticipate that this will not go well, please note that inappropriate comments or personal attacks will not be tolerated. As you know from other courses, it is important to engage in discussion based on analysis rather than emotion and power.

**Discussion Forum Grading Rubric**

|  |  |
| --- | --- |
| **Weekly Discussion Posting Grading Criteria** | **Weekly Point Value** |
| **Original Posting (6 points)** |  |
| Mentions and cites at least 3 specific points from 3 different ASSIGNED readings *and* presentations. | 1 |
| Relates new information to old information learned in the course to date; this includes postings by other classmates to date. | 1 |
| Relates information from readings and presentations to experience, including internship. | 1 |
| Engages critical discussion, not just recitation of facts. | 2 |
| Length of posting at least 1 page & posted by due date/time. | 1 |
| **Reply to Other's Postings (4 points)** |  |
| Identify and explain at least one point with which you like/agree AND one point with which you dislike/disagree.  | 1 |
| At least 2 replies within the timeframe. | 1 |
| Engages discussion based on analysis and references as necessary. | 1 |
| Length of at least 1/2 page each. | 1 |
| **Total Possible Points** | **10** |

**Final Quiz** (\_ points, 20% of grade)

**The final quiz will take place online.** The exam will cover all reading and presentations from the semester. The exam will cover specific health and behavioral health policies and systems as well as processes for advocacy and change.

**Rubric for Grading Assignments**

|  |  |
| --- | --- |
| **Assignment** | **Total Points** |
| Online Activities (10% per Unit; 6 Units) | 60 (6 \* 10 points) |
| Policy Brief | 20 |
| Final Quiz | 20 |
| Total Possible Points | 100 |

**REQUIRED TEXT(S)**

* There are no required textbooks for this course: all content is from journal articles or other electronic sources. See the Course Schedule below for the list.

**RECOMMENDED TEXT(S)**

[List the recommended text(s) here]

**COURSE SCHEDULE**

**Module 1** **– Introduction to Health Policy and Practice**

**Date**

**Description**

During the first week, we focus on introducing ourselves, an overview of the course structure and content, and begin to examine the role of social work within the health care system.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Review key concepts embedded within policy practice and develop a general model to guide policy analysis and advocacy.
2. Articulate an overview of the behavioral health/health care system, strengths and weaknesses, controversies, and current priorities.
3. Identify the social work competencies related to system advocacy and change.

**Required Resources**

* The ABCs of Effective Advocacy: Attention, Bipartisanship, & Collaboration. This article provides a nice review of advocacy from previous courses.
* Bauchner, H. (2017). Health Care in the United States: A Right or a Privilege. JAMA, 317(1), 29-29. http://jamanetwork.com/journals/jama/fullarticle/2595503
* Disparities in Health and Health Care: Five Key Questions and Answers https://www.kff.org/disparities-policy/issue-brief/disparities-in-health-and-health-care-five-key-questions-and-answers/
* The Affordable Care Act’s Missing Consensus https://www.commonwealthfund.org/publications/journal-article/2020/jul/affordable-care-acts-missing-consensus
* Schneider, E.C. (2020). Health Care as an Ongoing Policy Project. NEJM:383,5.
* Policymaking Is Not a Science (Yet) (Ep. 405 Rebroadcast) https://freakonomics.com/podcast/policymaking-rebroadcast/

**Discussion Forum**

Introductions and connections (not graded).

**Unit I - The US Health and Behavioral Health Care Delivery System (Weeks 2 and 3)**

Unit 1 focuses on describing the health and behavioral health care system in the US, including structure, stakeholders, challenges and priorities, and theories/models that guide innovation and change.

**Module 2** – **The US Health and Behavioral Health Care System**

**Date**

**Description**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the current healthcare and behavioral healthcare delivery systems (purchasers, payers, providers, consumers; workforce).
2. Describe the historical context to include significant benchmarks, current controversies, and system priorities.
3. Define/describe issues of racism, poverty, disability, maltreatment, violence, and social determinants of health.
4. Review methods to compare health and behavioral health care systems to include quality of health care.
5. Identify gaps in care, priorities, and potential innovations.

**Required Resources**

* Sultz, H. A. & Young, K. M. (2018). *Health Care USA: Understanding Its Organization and Delivery, Ninth Edition*. Boston: Jones and Bartlett Publishers. (Online at LUC library; these are quick chapters)

Chapter 1-Overview of Health Care: A Population Perspective

Chapter 2-Benchmark Developments in the U.S. Health Care

Chapter 4-Hospitals: Origin, Organization, and Performance

Chapter 5- Ambulatory Care

Chapter 6-Medical Education and the Changing Practice of Medicine

Chapter 7- The Healthcare Workforce

* Donabedian, A. (1988). "The quality of care: How can it be assessed?". JAMA. 260 (12): 1743–8. (An older article, but the classic)

**Recommended Resources**

* McGlynn EA, Asch SM, Adams J, Keesey J, Hicks J, DeCristofaro A, Kerr EA. (2003). The quality of health care delivered to adults in the United States. N Engl J Med;348(26):2635-45.
* Cole, M.B. & Nguyen, K.H. (2020) Unmet social needs among low-income adults in the United States: Associations with health care access and quality. Health Serv Res;55(Suppl. 2):873–882. New York Times. A history of overhauling health care. <http://www.nytimes.com/interactive/2009/07/19/us/politics/20090717_HEALTH_TIMELINE.html?_r=0>
* COVID-19, disparities data, and structural racism <https://www.commonwealthfund.org/publications/2020/mar/corona-question-corner>

**Watch**

* Introduction to Health Care <https://www.khanacademy.org/partner-content/brookings-institution/the-brookings-institution/introduction-to-healthcare/v/introduction-to-health-care>
* Social Determinants of Health: Claire Pomeroy <http://www.youtube.com/watch?v=qykD-2AXKIU>
* <https://www.urban.org/policy-centers/cross-center-initiatives/social-determinants-health/projects/dr-camara-jones-explains-cliff-good-health>
* Module II: Who is on My Team? Training for the Health Professions <https://www.youtube.com/watch?v=BZSyMdtlTEY>

**Module 3 – Theories of Health and Behavioral Health: A Population Perspective**

**Date**

**Description**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe models of human development & health/behavioral health.
2. Critically compare models of health/behavioral health with the current delivery system with a focus on social determinants and racism.
3. Articulate understanding of the Chicago delivery system.

**Required Resources**

* Williams, D.R., Lawrence, J. A., Davis, B.A. (2019). Racism and Health: Evidence and Needed Research. Annu. Rev. Public Health, 40:105–25.
* Health Chicago 2.0: <https://www.cityofchicago.org/city/en/depts/cdph/provdrs/healthychicago.html>
* Cole, M.B. & Nguyen, K.H. (2020) Unmet social needs among low-income adults in the United States: Associations with health care access and quality. Health Serv Res;55(Suppl. 2):873–882.
* The National Association of Social Workers. (Fall 2011). Accountable care organizations (ACOs): Opportunities for the social work profession. Practice Perspectives. <http://www.socialworkers.org/assets/secured/documents/practice/health/ACOs%20Opportunities%20for%20SWers.pdf>
* KFF Issue Brief: Integrating Physical and Behavioral Health Care: Promising Medicaid Models - Feb. 2014 <http://kff.org/medicaid/issue-brief/integrating-physical-and-behavioral-health-care-promising-medicaid-models/>

**Recommended Resources**

* Baumgartner, J.C., Collins, S.R., Radley, D.C., & Hayes, S.L. (2020). How the Affordable Care Act Has Narrowed Racial and Ethnic Disparities in Access to Health Care <https://www.commonwealthfund.org/publications/2020/jan/how-ACA-narrowed-racial-ethnic-disparities-access>
* Mechanic, D. & Olfson, M. (2016). The Relevance of the Affordable Care Act for Improving Mental Health Care. Annu. Rev. Clin. Psychol., 12, 515–542.

**Watch/Listen:**

* Why the hospital of your future will be your own home. <https://www.ted.com/talks/niels_van_namen_why_the_hospital_of_the_future_will_be_your_own_home/transcript?language=en#t-32190>
* Podcast: Slaying The 'Fee-for-Service Monster' Of American Healthcare. An excellent podcast that describes many aspects of health care. Interview with Vivian Lee, a radiologist and healthcare executive, author of The Long Fix: Solving America's Health Care Crisis with Strategies that Work for Everyone. <https://www.npr.org/2020/09/02/908728981/slaying-the-fee-for-service-monster-of-american-healthcare>

**Discussion Forum**

Unit 1. Discussion Forum

**Unit II - Health and Behavioral Health Care Financing (Weeks 4 & 5)**

How care is financed in the US is the focus of Unit II. Specifically, this Unit provides an overview of the financing system, economic theory, how care is financed and the impact on various stakeholders, the role of quality, and strengths and challenges. Innovative payment redesign provides additional applications.

**Module 4 – Health and Behavioral Health Care Financing: The Financing System, Economic Theory, and Health/Behavioral Health Care Financing**

**Date**

**Description**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the financing system from the perspective of parties involved: Purchasers, Payers, Providers, and Consumers
2. Learn economic theories that guide financing in health and behavioral healthcare
3. Apply financing system to fieldwork.

**Required Resources**

* Sultz, H. A. & Young, K. M. (2018). *Health Care USA: Understanding Its Organization and Delivery, Ninth Edition*. Boston: Jones and Bartlett Publishers. (Online at LUC library)

Chapter 8-Financing Health Care

* Medicaid Financing: How Does it Work and What Are the Implications? (2015) <http://kff.org/medicaid/issue-brief/medicaid-financing-how-does-it-work-and-what-are-the-implications/>
* KFF’s Medicaid page. Especially look at Illinois. <https://www.kff.org/medicaid/>

**Recommended Resources**

* Garfield, R.L. (2011). Mental Health Financing in the United States: A Primer. Kaiser Family Foundation. <http://kff.org/medicaid/report/mental-health-financing-in-the-united-states/>
* Payment and Delivery System Reform in Medicare: A Primer on Medical Homes, Accountable Care Organizations, and Bundled Payments. <http://kff.org/medicare/report/payment-and-delivery-system-reform-in-medicare/>
* Health Care Costs: A Primer. (2012). <https://kaiserfamilyfoundation.files.wordpress.com/2013/01/7670-03.pdf>

**Watch**

* Medicaid <https://www.youtube.com/watch?v=AXv9B0bcZ1A>
* Medicaid and the Future of Health Care in the USA: Interview with Matt Salo <https://socialworkpodcast.blogspot.com/search?q=medicaid>
* Private Insurance <https://www.youtube.com/watch?v=W6gKc7Yjig8>
* Medicare <https://www.youtube.com/watch?v=q8olT3TyHm8>

**Module 5 – Health and Behavioral Health Care Financing: Methods of Reimbursement and Impact on Care**

**Date**

**Description**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss and compare methods of reimbursement in health/behavioral health care
2. Describe the impact of the method of reimbursement on practice to include the scope and interventions provided
3. Compare and contrast the strengths and weaknesses of various methods of reimbursement
4. Critique trends and innovations in financing

**Required Resources**

* Sanghavi, D., George, M., Samuels, K., Hart, R. (2014). The beginner’s guide to new health care payment models. <https://www.brookings.edu/blog/health360/2014/07/23/the-beginners-guide-to-new-health-care-payment-models/>
* Porter & Kaplan. How to pay for health care. Harvard Business Review (2016) <https://hbr.org/2016/07/how-to-pay-for-health-care>
* Quinn, K. (2015). The 8 Basic Payment Methods in Health Care. Annals of Internal Medicine. <http://annals.org/aim/fullarticle/2424877/8-basic-payment-methods-health-care>

**Recommended Resources**

* Hodgkin D, Garnick DW, Horgan CM, Busch AB, Stewart MT, Reif S. "Is It Feasible to Pay Specialty Substance Use Disorder Treatment Providers Based on Patient Outcomes." Drug and Alcohol Dependence, Jan 1; 206:107735. (2020).
* Hodgkin et al. “New Interventions to Address Substance Use Disorder Must Take Financial Sustainability into Account, " Health Affairs Blog, February 5, 2021. <https://www-healthaffairs-org.archer.luhs.org/do/10.1377/hblog20210129.865724/full/>

**Watch**

* US Health Care: Financing and Reimbursement Methods. <https://www.youtube.com/watch?v=3PVSYPDcBOo>

**Discussion Forum**

Unit 2. Discussion Forum

**Unit III. Models of Care and Delivery System Innovation**

Health and behavioral health care system innovation is presented in Unit III to include compelling models, underlying theory, the application of payment models, and the examination of the intersection of medical care, public health, and social work practice.

**Module 6 – Innovative Models of Care**

**Date**

**Description**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Analyze the various models that guide health system design (e.g., chronic care model)
2. Compare and contrast the various models of care
3. Examine integrated behavioral health and medical care

**Required Resources**

* Substance Abuse and Mental Health Services Administration. (2013). Integrating Behavioral Health and Primary Care for Children and Youth: Concepts and Strategies. Rockville, MD: Substance Abuse and Mental Health Services Administration.
* Heath B, Wise Romero P, and Reynolds K. (2013). A Standard Framework for Levels of Integrated Healthcare. Washington, D.C. SAMHSA-HRSA Center for Integrated Health Solutions.
* Golden, R.L. (2011). Coordination, integration, and collaboration: A clear path for social work in healthcare reform. Congressional Briefing on the Implications of Healthcare Reform for the Social Work Profession, Washington, DC.
* Alegría, M., Alvarez, K., Ishikawa, R.Z., DiMarzio, K., & McPeck, S. (2016). Removing Obstacles to Eliminating Racial and Ethnic Disparities in Behavioral Health Care. Health Affairs 35(6), 991-999.

**Recommended Resources**

* Integrating Social Care into the Delivery of Health Care: Moving Upstream to Improve the Nation's Health (2019) <https://fhop.ucsf.edu/sites/fhop.ucsf.edu/files/custom_download/Integrating%20Social%20Care%20into%20the%20Delivery%20of%20Health%20Care%20-%20Moving%20upstream%20to%20improve%20the%20nations%20healths.pdf>
* Evolving Care Models: Aligning care delivery to emerging payment models (AHA) <https://www.aha.org/system/files/media/file/2019/04/MarketInsights_CareModelsReport.pdf>
* Cutter, C.M., Nelson, C, Abir, M. Accountability to Population Health in the COVID-19 Pandemic: Designing Health Care Delivery Within a Social Responsibility Framework. POPULATION HEALTH MANAGEMENT, DOI: 10.1089/pop.2020.0096 <https://www.liebertpub.com/doi/full/10.1089/pop.2020.0096?url_ver=Z39.88-2003&rfr_id=ori%3Arid%3Acrossref.org&rfr_dat=cr_pub++0pubmed&>
* The National Association of Social Workers. (2011). The medical home model: What is it, and how do social workers fit in? Practice Perspectives, 10.
* The National Association of Social Workers. (Fall 2011). Accountable care organizations (ACOs): Opportunities for the social work profession. Practice Perspectives. Retrieved September 25, 2012, from <http://www.socialworkers.org/assets/secured/documents/practice/health/ACOs%20Opportunities%20for%20SWers.pdf>
* Incorporating Mental Health and Substance Abuse Screening Into COVID-19 Contact Tracing <https://www.healthaffairs.org/do/10.1377/hblog20200707.225691/full/>
* Medicare’s Mental Health Coverage: How COVID-19 Highlights Gaps and Opportunities for Improvement <https://www.commonwealthfund.org/publications/issue-briefs/2020/jul/medicare-mental-health-coverage-covid-19-gaps-opportunities>

**Module 7 – Social Work, Public Health, and Older Adults: Opioids**

**Dates**

**Description**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Examine the intersection of public health, older adults, and opioids; critique three waves
2. Discuss the tension between public health and clinical interventions
3. Learn about the role of federal, state, and local intervention using opioids as an example

**Required Resources**

* Soelberg, C.D., Brown, R.E., et al. (2017). The US Opioid Crisis: Current Federal and State Legal Issues. Anesthesia & Analgesia: 125(5), 1675-1681. <https://journals.lww.com/anesthesiaanalgesia/Fulltext/2017/11000/The_US_Opioid_Crisis__Current_Federal_and_State.36.aspx>
* McCarty, D., Priest, K.C., & Korthuis, P.T. (2018). Treatment and Prevention of Opioid Use Disorder: Challenges and Opportunities. Rev. Public Health, 39:525–41
* Williams, A.R., Nunes, E.V., Bisaga, A., Levin, F.R., & Olfson, M. (2019) Development of a Cascade of Care for responding to the opioid epidemic, The American Journal of Drug and Alcohol Abuse, 45:1, 1-10.

**Recommended Resources**

* Williams, D.R., Lawrence, J. A., Davis, B.A. (2019). Racism and Health: Evidence and Needed Research. Annu. Rev. Public Health, 40:105–25.
* Coping with the Collision of Public Health Crises: COVID-19 and Substance Use Disorders <https://directorsblog.nih.gov/2020/04/21/coping-with-the-collision-of-public-health-crises-covid-19-and-substance-use-disorders/>

**Watch**

* Opioid epidemic: the medical industry created a public health crisis | Chris Johnson, MD | TEDxEdina <https://www.youtube.com/watch?v=BLj9VMhDHeQ>
* The Opioid Crisis in 2020 <https://www.youtube.com/watch?v=GOOU_kXUdj0>
* Opioids & Addiction | Aging Matters | NPT Repo <https://www.wnpt.org/agingmatters/opioidsaddiction/?utm_medium=opioids-url&utm_source=learn-more&utm_campaign=youtube>
* Bradley Stein: The Opioid Crisis and State & Federal Policies: It’s More Complicated Than You Think (January 27, 2021) <https://www.youtube.com/watch?v=zYIIGVwFpBw&list=PLD836BdbptjW2saxB2Gpcbdmrhj7CMalv>

**Discussion Forum**

Unit 3. Discussion Forum

**Unit IV - Applications (Weeks 8 & 9)**

In Unit IV, we focus on the application of previously learned material by examining specific issues of interest. Guest speakers are used to maximize the depth of each topic.

**Module 8 – Application: Substance Use Disorders and the Criminal Justice System and Racial Inequities Mr. Ron Hochbaum, Pacific University**

**Date**

**Description**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Analyze and discuss the criminal justice system and racial inequities and their influence pertaining to substance use disorders and health care.
2. Critically discuss drug courts as a potential innovation with an emphasis on the impact on racial inequities.

**Required Resources**

* Chapter 3, Michelle Alexander, The New Jim Crow, available through Loyola Library online at <https://ebookcentral.proquest.com/lib/luc/reader.action?docID=829777>
* Ekow Yankah, When Addiction Has a White Face, NY Times (Feb. 9, 2017) <https://www.nytimes.com/2016/02/09/opinion/when-addiction-has-a-white-face.html>
* Dan Baum, Legalize It All, Harper’s Magazine (April 2016), <https://harpers.org/archive/2016/04/legalize-it-all/>
* Ryan King and Jill Pasquarella, Drug Courts: A Review of the Evidence, The Sentencing Project (April 2009), <https://www.sentencingproject.org/wp-content/uploads/2016/01/Drug-Courts-A-Review-of-the-Evidence.pdf>
* Drug Courts Are Not the Answer: Toward a Health-Centered Approach to Drug Use, Drug Policy Alliance (March 2011) <https://www.drugpolicy.org/sites/default/files/Drug%20Courts%20Are%20Not%20the%20Answer_Final2.pdf>.

**Recommended Resources**

* Both/And or Either/Or: Social Work and Policing <https://socialworkpodcast.blogspot.com/2020/07/socialworkpolicing.html>

**Module 9 – Application: Technology and Social Work Practice**

**Date**

**Description**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe policy and practice issues related to technology use in social work practice (focus on the use of apps and tele behavioral health)
2. Analyze the professional and operational considerations of Telehealth
3. Identify and describe Telehealth Innovation and Delivery Models
4. Give examples of Clinical Application in Telehealth

**Required Resources**

* Technology in Social Work Practice (NASW, ASWB, CSWE, & CSWA Standards). <https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf>
* Effective Telehealth When Working with Communities of Color <https://www.cibhs.org/post/effective-telehealth-when-working-communities-color>
* Telemental Health: What digitally curious social workers need to know <https://www.youtube.com/watch?v=lT27Csq_o_0>
* If you are curious, this is part of the Harnessing Technology for Social Good Webinar Series <https://grandchallengesforsocialwork.org/events/harnessing-technology-for-social-good-webinar-series/>
* Amid COVID-19, a new push for telehealth to treat opioid use disorder <https://www.pbs.org/newshour/health/amid-covid-19-a-new-push-for-telehealth-to-treat-opioid-use-disorder>
* Torous, J. (2019). Mental Health Apps in Psychiatric Treatment: A Patient Perspective on Real World Technology Usage. JMIR Ment Health. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6658296/>
* TIPS & PRACTICES FOR PROVIDING TELEPHONE & VIDEO CONFERENCE MENTAL HEALTH SERVICES <https://socialwork.wayne.edu/covid19/wsu_social_work_covid19_telehealth_flyer_03_31_20_final.pdf>

**Recommended Resources**

* Best Practices in Videoconferencing-Based Telemental Health (April 2018). American Psychiatric Association <https://pubmed.ncbi.nlm.nih.gov/30358514/>
* Chandrashekar, P. (2018). Do mental health mobile apps work: evidence and recommendations for designing high-efficacy mental health mobile apps. mHealth, 4(6).
* Huskamp, H. A., Busch, A. B., Souza, J., Uscher-Pines, L., Rose, S., Wilcock, A., & Mehrotra, A. (2018). How is telemedicine being used in opioid and other substance use disorder treatment? Health Affairs, 37(12), 1940-1947.
* Shigekawa, E., Fix, M., Corbett, G., Roby, D. H., & Coffman, J. (2018). The current state of telehealth evidence: a rapid review. Health Affairs, 37(12), 1975-1982.

**Watch/Listen**

* Dubner, S.J. (2020). The Doctor Will Zoom You Now (Ep. 423). Freakonomics Podcast. (Listen to podcast or read transcript) <https://freakonomics.com/podcast/telehealth/>
* Medicine's future? There's an app for that. <https://www.ted.com/talks/daniel_kraft_medicine_s_future_there_s_an_app_for_that/transcript?language=en#t-39556>

**Discussion Forum**

Unit 4. Discussion Forum

**Unit V – Implementation Science and Social Work Practice (Weeks 10 & 11)**

Successful integration of innovative clinical practices into health and behavioral health care systems requires attention to the implementation process. Unit 5 presents an introduction to implementation science by presenting definitions and rationale, overview of implementation theory, presentation of one model of implementation, and, through application of SBIRT, provides an illustration.

**Module 10 – Implementation Science: Relevance and Models**

**Date**

**Description**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Summarize implementation science and relevance to social work practice
2. Describe and summarize the implementation of clinical innovation, their barriers and facilitators

**Required Resources**

* Leopoldo J. Cabassa (2016) Implementation Science: Why It Matters for the Future of Social Work, Journal of Social Work Education, 52:sup1, S38-S50.
* Fixsen, D.L., Naoom, S.F., Blase, K.A., Friedman, R.M., and Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. The University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network. <https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf>
* Center for Substance Abuse Treatment. Implementing Change in Substance Abuse Treatment Programs. Technical Assistance Publication Series 31. HHS Publication No. (SMA) 09-4377. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2009. <http://lib.adai.washington.edu/clearinghouse/downloads/TAP-31-Implementing-Change-in-Substance-Abuse-Treatment-Programs-122.pdf>
* Allison Metz, Bianca Albers, Katie Burke, Leah Bartley, Laura Louison, Caryn Ward & Amanda Farley (2021): Implementation Practice in Human Service Systems: Understanding the Principles and Competencies of Professionals Who Support Implementation, Human Service Organizations: Management, Leadership & Governance, DOI: 10.1080/23303131.2021.1895401 To link to this article: <https://doi.org/10.1080/23303131.2021.1895401>

**Recommended Resources**

* Proctor, E., Silmere, H., Raghavan, R., Hovmand, P., Aarons, G., Bunger, A., ... & Hensley, M. (2011). Outcomes for implementation research: conceptual distinctions, measurement challenges, and research agenda. *Administration and policy in mental health and mental health services research*, *38*(2), 65-76.
* Proctor, E. K., Landsverk, J., Aarons, G., Chambers, D., Glisson, C., & Mittman, B. (2009). Implementation research in mental health services: an emerging science with conceptual, methodological, and training challenges. *Administration and Policy in Mental Health and Mental Health Services Research*, *36*(1), 24-34.
* National Implementation Research Network <https://nirn.fpg.unc.edu/publications-resources>

**Module 11 – Implementation Science: Application**

**Date**

**Description**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Apply the implementation model
2. Use SBIRT as a model of intervention across delivery settings

**Required Resources**

* **AP 33: Systems-Level Implementation of Screening, Brief Intervention, and Referral to Treatment (SBIRT)** <https://store.samhsa.gov/product/TAP-33-Systems-Level-Implementation-of-Screening-Brief-Intervention-and-Referral-to-Treatment-SBIRT-/SMA13-4741> (Free download.  Be sure to check out other resources at SAMHSA) (\*SEE TIP 33 BELOW\*)
* Bacidore, V., Letizia, M., & Mitchel, A. (2017). Implementing Interprofessional Alcohol Screening, Brief Intervention, and Referral to Treatment in the Emergency Department: An Evidence-Based Quality Improvement Initiative. Advanced Emergency Nursing Journal, 39(3), 199-216.

**Recommended Resources**
NORC at the University of Chicago. (2016). Guide to Adolescent Screening, Brief Intervention, and Referral to Treatment (SBIRT). Bethesda, MD: NORC at the University of Chicago, retrieved from: <http://www.ncmhjj.com/wp-content/uploads/2016/11/Adolescent-SBIRT-Learners-Guide-V2.pdf>

* Ozechowski, T.J., Becker, S.J., & Hogue, A. (2016).  SBIRT-A:  Adapting SBIRT to maximize developmental fit for adolescents in primary care. Journal of Substance Abuse Treatment, 62, 28-37.
**SBIRT Implementation Guide:** <http://www.casacolumbia.org/sites/default/files/files/An-SBIRT-implementation-and-process-change-manual-for-practitioners.pdf>

**Watch**

* SBIRT clinic workflow with behavioral health specialist: <https://www.youtube.com/watch?v=ogZX6YiHJzg>
* Trauma-Informed Care Role Plays with Dr. Laurie Markoff: <https://www.youtube.com/watch?v=boOWboUehHA>
* How to Implement SBIRT Processes, Tips, and Examples from the Field: <https://www.youtube.com/watch?v=xe7keOJUEA8>

**Discussion Forum**

Unit 5. Discussion Forum

**Unit VI - Health Care Research & The Future of Health Care (Weeks 12 & 13)**

The course concludes with a review of the next steps for students to include a review of the process of evidence-based practice, resources for clinicians, and next steps for students in their own careers.

**Module 12 – Health and Behavioral Health Care Research: A Review**

**Date**

**Description**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Review evidence-based processes
2. Identify sources of information related to evidence-based interventions; compare and contrast
3. Describe the role in evidence-based interventions play a role in social work advocacy

**Required Resources**

* Maximizing Social Work’s Policy Impact in a Changing Political Landscape (2017) <https://www.socialworkers.org/LinkClick.aspx?fileticket=wcmBfKpf1Lw%3D&portalid=0>
* NASW Practice Snapshot: Evidence-Based Practice <https://www.socialworkers.org/news/research-data/social-work-policy-research/evidence-based-practice>
* Campbell Collaboration <https://www.campbellcollaboration.org/>
* National Guideline Clearinghouse (AHRQ) <https://www.ahrq.gov/gam/index.html>
* SAMHSA Evidence-Based Practices Resource Center <https://www.samhsa.gov/resource-search/ebp>

**Watch/Listen**

* The Process of Evidence-Based Practice: Interview with Danielle E. Parrish, Ph.D. <https://socialworkpodcast.blogspot.com/2011/03/process-of-evidence-based-practice.html>

**Module 13 – The Future of Health and Behavioral Health Care**

**Date**

**Description**

**Learning Objective**

After successfully completing this module, students will be able to:

1. Identify anticipated future issues/questions in health and behavioral health care.
2. Learn how health and behavioral health care policymakers engage in forecasting issues.
3. Identify how social workers play a role in formulating policy related to the delivery system, workforce, financing, etc.

**Required Resources**

* An Evaluation of the Illinois Social Work Workforce: Challenges and Opportunities. <https://e1c37aba-789c-4973-852a-5d28413e15d7.usrfiles.com/ugd/e1c37a_43a566d0c0b04a2d9cf1e492bbfe0ba1.pdf>
* Integrating Social Care into the Delivery of Health Care: Moving Upstream to Improve the Nation's Health (2019) <https://fhop.ucsf.edu/sites/fhop.ucsf.edu/files/custom_download/Integrating%20Social%20Care%20into%20the%20Delivery%20of%20Health%20Care%20-%20Moving%20upstream%20to%20improve%20the%20nations%20healths.pdf>
* Hodgkin D, Horgan CM, Stewart M, Brown SJ. "New interventions to address substance use disorder must take financial sustainability into account." Health Affairs, Epub. (2021).
* Shulman, M., & Thomas-Henkel, C. (2019). Opportunities for Complex Care Programs to Address Social Determinants of Health. <https://www.chcs.org/media/TCC-SDOH-022119.pdf>

**Recommended Resources**

* Grand Challenges for Social Work | Social progress powered by science <https://grandchallengesforsocialwork.org/#the-challenges>
* The Social Work Podcast: The Grand Challenges for Social Work: Interview with Dr. Richard P. Barth <https://grandchallengesforsocialwork.org/#the-challenges> <https://socialworkpodcast.blogspot.com/2016/03/grand-challenges.html>
* Health Care/System Redesign (AHRQ) <https://www.ahrq.gov/ncepcr/tools/redesign/index.html>

**Discussion Forum**

Unit 6. Discussion Forum

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

[List professional journals, websites, etc. by category here]

**Professional Journals**

**Websites**

**Other**