

SWK-D677 Foundations of e-Social Work Practice (3 cr.)

Course Information

Semester Year: Term and year
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXXX
Office Hours: XXXXXXXXXX

Course Description

This course provides an overview of telebehavioral health practice delivery and its role in the field of social work. The course outlines various desktop computing and mobile technologies that are used to mediate social work practice activities. Populations that are currently receiving telebehavioral health services and the types of services being delivered will be reviewed, as well as the strengths and limitations of these services. In addition to a focus on individual and group-based services, examination will include how and why telebehavioral health develops within organizations and how organizations can evaluate the effectiveness of the telebehavioral health services being provided.

Use of technology to deliver social work practice activities poses a range of ethical, legal, privacy and other risk-management issues. The course will examine how social workers can respond to these issues to protect their clients and practice ethically. This will include the production of a practice model that includes a plan for managing privacy, information security and mediating social presence through technology in telebehavioral health practice.

Course Objectives

- D677-01** Introduce and examine the history and evolution and impact of technology-mediated behavioral health delivery and telebehavioral health social work practice
- D677-02** Analyze the linkages between individual therapeutic style, preferences for online communication for practice, client preferences and technology confidence
- D677-03** Apply social work ethics and values to ethical dilemmas related to telebehavioral health in social work practice
- D677-04** Explore issues of state licensure, federal and state regulations, reimbursement, and liability in telebehavioral health social work practice
- D677-05** Evaluate best practices for technology-mediated social work practice with individuals
- D677-06** Examine the role of technology and family level of need in practice with families
- D677-07** Examine the strengths and limitations of technology-mediated group practice
- D677-08** Identify the key components that are necessary for an agency, organization and/or community to assess its readiness and ability to incorporate a telebehavioral health program or telebehavioral health services
- D677-09** Identify an example of telebehavioral health application in your area of practice or organization and describe relevant development activities that must occur for delivery in your agency or an agency where you would like to work

D677-10 Design a plan of action that an organization, agency or community could use to advocate for telebehavioral health services within you state or country of residence

Required Texts

American Psychological Association. (2010). *Publication Manual for the American Psychological Association, 6th ed.* Washington, DC: American Psychological Association.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: What is Telebehavioral Health?

Weeks 1 and 2

Overview

- A. This module provides an orientation to Information and Communication Technology (ICT) and telebehavioral health.

Assignments

Readings

1. Perron, B. E., Taylor, H. O., Glass, J. E., & Margerum-Leys, J. (2010). Information and communication technologies in social work. *Advances in Social Work, 11*(1), 67-81 (Canvas).
2. Ryan, P., Kobb, R., & Hilsen, P. (2003). Making the right connection: Matching patients to technology. *Telemedicine Journal and e-Health, 9*(1), 81-88 (Canvas).

Group Assignment

1. Discussion: Preferred Helping Style and Technology

Individual Assignments

1. Video Assignment: Self-Assessment and Course Goals
2. M1 Quiz

Module 2: What are the Ethical Considerations of Telebehavioral Practice?

Weeks 3 and 4

Overview

- A. This module focuses on social workers' ethical obligations with regard to telebehavioral practice.

Assignments

Readings

1. Reamer, F. G. (2013). Social work in a digital age: Ethical and risk management challenges. *Social Work, 58*(2), 163-173 (Canvas).

2. Nelson, E. L., et al. (2013). Ethical considerations in providing mental health services over videoconferencing. In K. Myers, & C. Truvey (Eds.), *Telemental health: Clinical, technical and administrative foundations for evidence-based practice* (pp. 46-56). New York, NY: Elsevier (Canvas).
3. Lopez, A. (2014). Social work, technology, and ethical practices: A review and evaluation of the National Association of Social Workers' Technology Standards. *Social Work in Health Care, 52*, 815-833 (Canvas).
4. Shore, P. (2012, June). Behavioral Emergency Management Guidelines for Telemental Health. Office of Mental Health Services, VA Central Office (Canvas).

Group Assignment

1. Discussion: Social Media and Ethics

Individual Assignment

1. M2 Quiz

Module 3: How Do I Practice Legally?

Weeks 5 and 6

Overview

- A. This module provides an overview of the challenges of federal and state regulation for telebehavioral health in the constantly evolving environment of information and communication technology.

Assignments

Readings

1. Kramer, G. M., et al. (2013). Managing risk and protecting privacy in telemental health: An overview of legal, regulatory, and risk-management issues. In K. Myers, & C. Turvey (Eds.), *Telemental Health: Clinical, technical and administrative foundations for evidence-based practice* (pp. 86-107). New York, NY: Elsevier (Canvas).
2. Morgan, S. (2010). HIPAA and mental health privacy: What social workers need to know. National Association of Social Workers Lunch Time Series (Canvas).

Individual Assignments

1. Application: My State's Online Practice Regulations
2. M3 Quiz

Module 4: Telebehavioral Social Work Practice with Individuals

Weeks 7 and 8

Overview

- A. This module focuses on telebehavioral social work practice with individuals.

Assignments

Readings

1. Association of Social Work Boards. (2015). Model of regulatory standards for technology and social work practice (Canvas).

2. Friederichs, S., Bolman, C., Oenema, A., Guyaux, J., & Lechner, L. (2014). Motivational interviewing in a web based physical activity intervention with an avatar: Randomized controlled trial. *Journal of Medicine Internet Research*, 16(2).
3. Grady, et al. (2011). Policy: Evidence-based practice for telemental health. *Telemedicine & e-Health*, 17(2), 131-148 (Canvas).
4. National Center for Telehealth & Technology. (2016). Mobile applications (Canvas).

Individual Assignments

1. Create Your Practice Protocol
2. M4 Quiz

Module 5: Telebehavioral Social Work Practice with Groups and Families

Weeks 9 and 10

Overview

- A. This module focuses on telebehavioral social work practice with groups and families.

Assignments

Readings

1. Belluomini, E. (2015). Technology assessments for families. *The New Social Worker* (Canvas).
2. Jabaley, J. J., Lutzker, J. R., Witaker, D. J., & Self-Brown, S. (2011). Using iPhones to enhance and rescue face-to-face home safety sessions with SafeCare: An evidence-based child maltreatment prevention program. *Journal of Family Violence*, 26, 377-385 (Canvas).
3. Zur Institute. (2015). Mental Health Apps (Canvas).
4. Olson, D. H., (2000). Empirical approaches to family assessment. *The Journal of Family Therapy*, 22(2), 121-127 (Canvas).

Group Assignment

1. Discussion: Mobile Health Apps

Individual Assignments

1. Video Assignment: Family Technology Assessment
2. M5 Quiz

Module 6: How Do We Work with Agencies, Organizations, and Communities?

Weeks 11 and 12

Overview

- A. This module focuses on telebehavioral social work practice with agencies, organizations, and communities.

Assignments

Readings

1. Telehealth Resource Centers. Training (p. 1) (Canvas).
2. Ten Critical Steps for a Successful Telemedicine Program (pp. 1-10) (Canvas).

3. United States Department of Health and Human Services Health Resources and Services Administration (pp. 1-32) (Canvas).

Group Assignment

1. Discussion: Advocacy for Service Provision

Individual Assignments

1. Application: Organizational Development
2. M6 Quiz

Module 7: What is the Future of Telebehavioral Social Work?

Weeks 13 and 14

Overview

- A. This module focuses on future uses of technology in social work practice.

Assignments

Readings

1. Indiana University Public Policy Institute. (2015). *Thriving Communities Thriving State: Hoosier Health and Access to Care*. 15(C29). Indiana University (Canvas).
2. Perle, J. G., & Nierenberg, B. (2013). How psychological telehealth can alleviate society's mental health burden: A literature review. *Journal of Technology in Human Services, 31*, 22-41 (Canvas).
3. Simms, D. C., Gibson, K., & O'Donnell, S. (2011). To use or not to use: Clinicians' perceptions of telemental health. *Canadian Psychology, 52*(1), 41-51 (Canvas).
4. Terry, N. P. (2013). Information technology's failure to disrupt health care. *Robert H. McKinney School of Law Legal Studies Research Paper No. 2012-16*, 722-756 (Canvas).

Individual Assignments

1. Self-Efficacy and Your Adoption of Technology
2. Five Categories of Adopters and the Three Groups
3. The Future

Group Assignment

1. Mock Simulation: Role Play TBH Session

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a wordprocessor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

1. Discussion: Preferred Helping Style and Technology (Group Assignment)
 - a. DUE:TBD

- b. Points:5 pts.
- 2. Video Assignment: Self-Assessment and Course Goals (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 3. M1 Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:5 pts.
- 4. Discussion: Social Media and Ethics (Group Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 5. M2 Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:5 pts.
- 6. Application: My State's Online Practice Regulations (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 7. M3 Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:5 pts.
- 8. Create Your Practice Protocol (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 9. M4 Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:5 pts.
- 10. Discussion: Mobile Health Apps (Group Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 11. Video Assignment: Family Technology Assessment (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 12. M5 Quiz (Individual Assignment)
 - a. DUE:TBD

- b. Points:5 pts.
- 13. Application: Organizational Development (Individual Assignment)
 - a. DUE:TBD
 - b. Points:20 pts.
- 14. M6 Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:5 pts.
- 15. Self-Efficacy and Your Adoption of Technology (Individual Assignment)
 - a. DUE:TBD
 - b. Points:5 pts.
- 16. Five Categories of Adopters and the Three Groups (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 17. The Future (Individual Assignment)
 - a. DUE:TBD
 - b. Points:20 pts.
- 18. Mock Simulation: Role Play TBH Session (Group Assignment)
 - a. DUE:TBD
 - b. Points:30 pts.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded

by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.

Bibliography

- Alzheimer's Association. (2015). Alzheimer's disease facts and figures. *Alzheimer's and Dementia* 2015; 11(3)332.
- American Telemedicine Association. (November, 2013). A lexicon of assessment and outcome measures for telemental health. Telemental Health Special Interest Group. Retrieved from telehealth.org/wp-content/uploads/2013/11/TMH-Lexicon.Final-Paper.Nov-2013.pdf
- Barak, A., & Grohol, J. M. (2011). Current and future trends in internet-supported mental health interventions. *Journal of Technology in Human Services*, 26, 109-160.
- East, M. L., & Havard, B. C. (2015). Mental health mobile apps: From infusion to diffusion in the mental health social system. *JMIR Mental Health*, 2(1), e10, 1-14.
- Horrigan, J. B. (2008). Seeding the cloud: What mobile access means for usage patterns and online content. Pew Internet & American Life Project. Retrieved from pewinternet.org/pdfs/POP_Users.and.Cloud.pdf
- Rains, S. A., & Young, V. (2009). A meta-analysis of research on formal computer mediated support groups: Examining group characteristics and health outcomes. *Human Communication Research*, 35, 309-336.
- Rietdijk, R., Togher, L., & Power, E. (2012). Supporting family members of people with traumatic brain injury using telehealth: A systematic review. *Journal of Rehabilitation Medicine*.
- United States Census Bureau. (2013, June 10). Census bureau report details rising internet use and shows impact of smartphone on digital divide. Retrieved from census.gov/newsroom/releases/archives/communication_industries/cb13-111.html
- United States Department of Health and Human Services, Health Resources and Services Administration. (2013). Increasing access to behavioral health care through technology. Retrieved from hrsa.gov/publichealth/guidelines/behavioralhealth/behavioralhealthcareaccess.pdf
- Wilkerson, D. A. (2015). Breaking the 90-9-1 rule: A synergistic model for delivery of telebehavioral psychoeducation. Manuscript submitted for publication.
- Wilkerson, D. A., Paicely, T., & Wolfe-Taylor, S. (2015). What role will social work education play in the future of telebehavioral health practice? (Manuscript submitted for publication).