



# SWK-D 678 Telebehavioral Health Social Work Practice with Individuals (3 cr.)

## Course Information

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

**Instructor:** XXXXX XXXXXXXXXXXX  
**Office:** XXXX  
**Email:** XXXX  
**Phone:** XXXXX  
**Office Hours:** XXXXXXXXXXXX

## Course Description

This course is a continuation of the Foundations of Telebehavioral Health in Social Work Practice course and focuses on telebehavioral health practice with individuals. It addresses identifying client population, client issues, and best practice online mediums for identified client populations. Students in this course will develop online assessments and evaluation measurements for individuals. Students will create an emergency plan and develop information and referral resources. Students will also develop telebehavioral health policies that are necessary for telebehavioral health practice. Students will evaluate third party reimbursement and payment policies and procedures for telebehavioral health services. Additionally, students will examine the importance of maintaining ongoing consultation and supervision for telebehavioral practice.

Using technology to provide telebehavioral health services to individuals requires comfortability with the online medium used. Accordingly, this course includes role play opportunities using different online mediums. This will also include process recordings, evaluation of recorded sessions, and completion of treatment plan and progress notes.

## Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

### Primary

- **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**  
 Social workers understand theories of human behavior in the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. (CSWE, 2015 EPAS, p. 8)
- **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**  
 Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. (CSWE, 2015 EPAS, p. 9)



- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities  
Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. (CSWE, 2015 EPAS, p. 9)

## Secondary

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 5: Engage in Policy Practice
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

## Course Objectives

- D678-01** Explore, analyze, and apply strategies and skills for engagement of diverse client populations (Competency 6)
- D678-02** Devise and integrate comprehensive online assessments and evaluative measurements that examine strengths, opportunities, and barriers for individuals (Competency 9)
- D678-03** Develop and apply best practice principles of emergency planning protocols to address client emergent needs (Competency 6)
- D678-04** Select and analyze information and referral resources that relate to the needs of diverse client populations (Competency 6)
- D678-05** Integrate and apply social work values and ethics in telebehavioral health practice engagement with clients (Competency 6)
- D678-06** Analyze and evaluate best practices for using video conferencing in engaging clients and client systems (Competency 8)
- D678-07** Analyze, create, and apply ethical marketing strategies and skills to communicate and collaborate with clients (Competency 6)
- D678-08** Evaluate third-party reimbursement and payment policies and procedures and its effects on social policy and client needs (Competency 5)
- D678-09** Examine social work policies and ethics regarding ongoing consultation and supervision for technology and social work practice (Competency 1)
- D678-10** Collaborate with clients in monitoring progress and evaluating effectiveness of telebehavioral health services (Competency 7)

## Required Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

## Course Content

This course will be structured into three components:

**Client Needs and Services:** This component will begin by providing an examination of client populations, client needs, and client issues. Students will be assessing best practice techniques, emergency planning, and crisis intervention.



**Telebehavioral Health Practice Techniques:** This component will analyze the best practices, modes, and platforms for practice. It will also examine the steps necessary for developing telebehavioral health practices, and how to conduct assessments using online screenings and evaluation measurements.

**Telebehavioral Health Practice Considerations:** This component will provide students with information on ethical guidelines for marketing, collaborating, and providing telebehavioral health services. It will also examine reimbursement for telebehavioral health services.

## 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: Identifying Client Population and Client Issues

Weeks 1 and 2

#### Overview

- A. This module discusses and reviews the strategies and methods to assist you with identifying your client population, current research regarding technology integration with your identified client population, and choosing a medium that may work best for you and your clients.

#### Assignments

##### Readings

1. Association for Social Work Boards. (2015). Model regulatory standards for technology and social work practice (Canvas).
2. Grady, B. Meyers, K. M., Nelson, E. L., Belz, N., Bennett, L., Carnahan, L., ...Voyles, D. (2011). Evidence-based practice for telemental health. *Telemedicine journal and e-health*, 17(2), pp. 131-148 (Canvas).
3. Myers, K., & Turvey, C. L. (2012). Telemental health: Clinical, technical, and administrative foundations for evidence-based practice. Section 1, Chapter 2: Telemental health as a solution to the widening gap between supply and demand for mental health services. Elsevier, Philadelphia, PA. (Canvas).

##### Group Assignment

1. M1 Discussion: My Client Population
2. M1 Application: Planning Your Telebehavioral Service Provision

### Module 2: Creating Telebehavioral Practice Policies

Weeks 3 and 4

#### Overview

- A. This module discusses the practice policies that are necessary for engaging in telebehavioral health services.



## Assignments

### Readings

1. Health and Human Services. (2016). Notice of privacy practices (Canvas).
2. National Association of Social Workers. (2008). Code of ethics (Canvas).
3. Ruiz-Casares, M. (2014). Tailor informed-consent processes. *Nature*, 57(513), 304 (Canvas).
4. Social Work Licensure. (2016). Social media and social work ethics: A question of ethics (Canvas).

### Group Assignment

1. M2 Discussion: Practice Policy Experience

### Individual Assignment

1. M2 Application: Creating a Telebehavioral Policy for Your Client System

## Module 3: Emergency Planning and Information and Referral

### Weeks 5 and 6

#### Overview

- A. This module discusses the importance of emergency planning and information and referral in telebehavioral social work.

## Assignments

### Readings

1. Department of Veteran Affairs. (2008). Safety plan treatment manual to reduce suicide risk: Veteran version (Canvas).
2. Luxton, D. D., Pruitt, L. D., & Osenbach, J. E. (2014). Best practices for remote psychological assessment via telehealth technologies. *Professional Psychology Research and Practice*, 45(1), 27-35 (Canvas).
3. Luxton, D. D., O'Brien, K., Pruitt, L. D., Johnson, K., & Kramer, G. (2014). Suicide risk management during clinical telepractice. *International Journal of Psychiatry in Medicine*, 48(1), 19-31 (Canvas).
4. Parker, E. M., & Gielen, A. C. (2014). Intimate partner violence and safety strategy use: Frequency of use and perceived effectiveness. *Women's Health Issues*, 24(6), 584-593 (Canvas)

### Group Assignment

1. M3 Application: Create an Emergency Plan Protocol
2. M3 Discussion: Handling a Crisis

## Module 4: Ethical Marketing, Networking, and Collaboration

### Weeks 7 and 8

#### Overview

- A. This module discusses ethical ways to market telebehavioral services to clients, communities, and other referral sources. It explores the importance and benefits of networking and collaborating with others to build relationships and create awareness. It also reviews available marketing tools and ethical marketing practices.



## Assignments

### Readings

1. Chron. (2016). Advertising ideas for mental health facilities (Canvas).
2. Development Counts (2015). Using ethical practices in mental health marketing and advertising (Canvas).
3. Entrepreneur. (2015). Use these 5 steps to create a marketing plan (Canvas).
4. Inc. (2010). How to write a marketing plan (Canvas).
5. Social Work Today. (2007). The PR savvy social worker: 7 smart tips for marketing your practice (Canvas).

### Group Assignment

1. M4 Discussion: Marketing, Networking, & Collaboration

### Individual Assignment

1. M4 Application: Ethical Marketing

## Module 5: Reimbursement and Consultation/Supervision

Weeks 9 and 10

### Overview

- A. This module discusses how to manage payment and reimbursement and explores the different types of reimbursement that are available. It also explains the importance of continued supervision/consultation for telebehavioral services.

## Assignments

### Readings

1. American Telemedicine Association. (2013). State Medicaid best practice: Telemental and behavioral health (Canvas).
2. Carpenter, J., Webb, C., Bostock, L., & Coomber, C. (2015). Effective supervision in social work and social care. *Social Care Institute for Excellence, 43*, pp. 1-24 (Canvas).
3. Lopez, S. A. (2015). *Paving the way to best practices in clinical supervision*. 2015 NASW Texas Annual Conference (Canvas).
4. Telemental Health Institute. (2014). Center for Medicare and Medicaid services approves new telemental health CPT codes (Canvas).
5. TheraThink. (2016). The definitive guide to mental health CPT codes and industry rates (Canvas).

### Group Assignment

1. M5 Discussion: Reimbursement for Services

### Individual Assignment

1. M5 Application: Maintaining Consultation and/or Supervision

## Module 6: Online Assessments and Evaluations

Weeks 11 and 12



### Overview

- A. This module discusses using online assessment and measurement tools to learn more about clients' presenting issues.

### Assignments

#### Readings

1. American Telemedicine Association. (2013). Practice guidelines for video-based online mental health services (Canvas).
2. Barkley, J. (2009). Biopsychosocial assessment: Why the biopsychosocial and rarely the social? *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, 18(4), 344-347 (Canvas).
3. Lacasse, J. R., & Gambrill, E. D. (2015). Making assessment decisions: Macro, mezzo, and micro perspectives (Canvas).

#### Group Assignment

1. M4 Discussion: Using Online Health Forms

#### Individual Assignment

1. M4 Application: HER and Biopsychosocial Assessment

## Module 7: The Future of Telebehavioral Health Social Work Practice

### Week 13 and 14

#### Overview

- A. This module will examine what is to come for social work practitioners desiring to provide telebehavioral health services to clients. A review of the new NASW Technology Standards will be analyzed, and a review of the current opportunities available to social work practitioners desiring to provide telebehavioral health practices. This module will conclude with a look at the role of social workers in policy development for future individual telebehavioral health practices.

### Assignments

#### Readings

1. Belluomini, E. (2013). Technology changing the face of social work. *The New Social Worker*. (Canvas)
2. Cosner-Berzin, S., Singer, J. & Chan, C. (2015). Practice innovation through technology in the digital age: A grand challenge for social work. *American Academy of Social Work and Social Welfare*. (Canvas)
3. National Association of Social Workers. (2017). *Standards for Technology in Social Work Practice*. (Canvas)

#### Group Assignment

1. M7 Discussion: The Future of Social Work TBH Practices

## Module 8: OSCE Practice Evaluation

### Weeks 15 and 16



### Overview

- A. This module provides the history and instructions on preparing and completing the Objective Structured Clinical Examination (OSCE). Students will have the opportunity to apply what they have learned about providing telebehavioral health practices and completing assessments in the OSCE, assess their practice skills development, and provide feedback to their peers on their practice skills.

### Assignments

#### Readings

- 1. Zayyan (Objective structured clinical examination: The assessment of choice. *Oman Medical Journal*, 26(4) (Canvas).

#### Individual Assignment

- 1. M8 Application: Interview and OSCE Evaluation

## 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 word processor (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: My Client Population (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....5 pts.
- 2. Application: Planning Your Telebehavioral Service Provision (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....10 pts.
- 3. Application: Creating a Telebehavioral Policy for Your Client System (Individual Assignment)
  - a. DUE: .....TBD
  - b. Points: .....5 pts.
- 4. Discussion: Practice Policy Experience (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....5 pts.
- 5. Application: Create an Emergency Plan Protocol (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....10 pts.
- 6. Discussion: Handling a Crisis (Group Assignment)



- a. DUE: .....TBD
- b. Points: .....5 pts.
- 7. Discussion: Marketing, Networking, & Collaboration (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....5 pts.
- 8. Application: Ethical Marketing (Individual Assignment)
  - a. DUE: .....TBD
  - b. Points: .....10 pts.
- 9. Discussion: Reimbursement for Services (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....5 pts.
- 10. Application: Maintaining Consultation and/or Supervision (Individual Assignment)
  - a. DUE: .....TBD
  - b. Points: .....10 pts.
- 11. Discussion: Using Online Health Forms (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....10 pts.
- 12. Application: HER and Biopsychosocial Assessment (Individual Assignment)
  - a. DUE: .....TBD
  - b. Points: .....10 pts.
- 13. Discussion: The Future of Social Work TBH Practices (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....5 pts.
- 14. Application: Interview and OSCE Evaluation (Individual)
  - a. DUE: .....TBD
  - b. Points: .....25 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 two 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

Grohol, J. (2016). CPT codes for psychology services. Psych Central. Retrieved from [psychcentral.com/lib/cpt-codes-for-psychology-services/](https://psychcentral.com/lib/cpt-codes-for-psychology-services/)

Sanok, J. (2016). Private pay vs. insurance. Practice of the Practice: Speeding Up Your Progress. Retrieved from [practiceoftheppractice.com/privatepa/](https://practiceoftheppractice.com/privatepa/)