
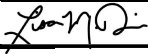



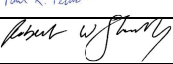
 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Phyllis & Harvey Sandler School of Social Work  <b>College</b> College of Social Work & Criminal Justice		
<b>Current Course Prefix and Number</b> SOW 6930	<b>Current Course Title</b> Interprofessional Education and Practice in Armenia, Colombia		
Syllabus must be attached for <b>ANY</b> changes to current course details. See <a href="#">Guidelines</a> . Please consult and list departments that may be affected by the changes; attach documentation.			
<b>Change title to:</b>  <b>Change prefix</b> From: _____ To: _____  <b>Change course number</b> From: _____ To: _____  <b>Change credits*</b> From: _____ To: _____  <b>Change grading</b> From: _____ To: _____  *Review <a href="#">Provost Memorandum</a>		<b>Change description to:</b> Include AS-L designation (see AS-L certification letter) and add AS-L assignment option to complete 10 service hours (see attached syllabus).  <b>Change prerequisites/minimum grades to:</b>  <b>Change corequisites to:</b>  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b> Summer 2022		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Manny González, <a href="mailto:mannygonzalez@fau.edu">mannygonzalez@fau.edu</a>			
<b>Approved by</b>		<b>Date</b>	
Department Chair 		1/11/2022	
College Curriculum Chair 		1/13/22	
College Dean 		01/19/22	
UGPC Chair 		Mar 3, 2022	
UGC Chair 		Mar 3, 2022	
Graduate College Dean 		Mar 3, 2022	
UFS President _____		_____	
Provost _____		_____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting

**Florida Atlantic University**  
**Phyllis and Harvey Sandler School of Social Work**  
**College of Social Work and Criminal Justice**

Boca Raton Campus

SOW 6930    Section: 001    Call Number: TBD    [3 Credit Hours]

Interprofessional Education and Practice in Armenia, Colombia

Semester: Summer Session II 2022

Classroom: Study Abroad

Start/End Date: May 14-August 2022

Class Times: See Course Itinerary

Instructor: Dr. Manny John González, PhD

Office Hours: See Course Itinerary

Office Phone: 561-297-3781

Office Location: SO-324

Email: [mannygonzalez@fau.edu](mailto:mannygonzalez@fau.edu)

Web: [fau.edu/sw-cj/ssw/](http://fau.edu/sw-cj/ssw/)

Canvas: <http://canvas.fau.edu>

**Course Description:**

This course aims to enhance students' knowledge of interprofessional education & practice and team-based care. If health and mental healthcare providers are to fully see and understand the full view of their patient/client's experiences—in order to address their health, mental health and social challenges—they must understand their patients holistically. Factors such as access to health and mental healthcare, lifestyle, language, culture, financial status, level of social support, and family and community context are critical determinants of both physical and emotional wellbeing. This course will examine these factors through an interprofessional lens that is predicated on the tenets of the biopsychosocial model of healthcare, cultural competence, and the caring perspective as executed via the professional role and function of social work, nursing, and medicine both in the country of Colombia and the United States. The course will introduce students to the core competencies required to function as a productive member on any interprofessional team in diverse clinical or community-based treatment settings that provide care to multilingual and multicultural patient populations. Specific attention will be given to selected health and mental health conditions such as pediatric nutrition, clinical depression and suicidality, Alzheimer's disease and related dementias, child and adolescent health, and family violence. Planned site visits to clinical and community treatment settings in Colombia will serve to integrate interprofessional education and practice.

## **MSW Program Mission**

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

## **Relevance to the Educational Program:**

This course is predicated on the generalist practice and human behavior and the social environment curriculum sequence of the Master of Social Work degree (MSW) program. Clinical social workers are vital to the future of the healthcare infrastructure both at a national and international level. They are on the front lines, working with interprofessional teams in a variety of settings to improve healthcare outcomes and ensure that people are successful in their treatment and care. Students preparing to practice as social work clinicians are expected to learn and develop advanced knowledge, skills, and practices necessary to address a wide variety of biopsychosocial issues that are best treated within the context of interprofessional team-based care. In order to be effective in this task, social worker clinicians must be able to engage in effective interprofessional collaborative practice with the disciplines of nursing and medicine. This course, via its stated learning objectives, will prepare social work students to meet the needs of individuals, including access to care, diagnosis, medication management, treatment, therapy, care transitions, support services, and culturally competent care via an interprofessional team-based approach.

## **Academic Service-Learning**

This course is designated as an “**academic service-learning**” course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development.

Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor and completion of the required survey. Please click on the following link after submitting your hours to complete the [Academic Service-Learning Post-Survey](#).

## **Student’s Assumption of Risk Statement**

I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I agree to assume those risks in order to gain benefits from participation in this valuable learning experience. I hereby

release the State of Florida, the Board of Trustees, Florida Atlantic University, and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

### **Course Objectives:**

Upon successful completion of the course, students will be able to:

- Apply the interprofessional competencies (e.g., values and ethics, professional roles and responsibilities, communication, and teamwork) required to be an effective health and mental healthcare provider in a multicultural and multilingual treatment environment.
- Examine selected health issues of populations living in Colombia, such as depression, suicide, Alzheimer's disease and related dementias, child and adolescent health, pediatric nutrition, and maternal and family health from a culturally competent and caring perspective.
- Describe the role, function, and impact of social work, nursing, and medicine in the delivery of interprofessional health and biopsychosocial care.
- Demonstrate an understanding of healthcare systems within a global perspective and the main differences and similarities between the United States and Latin America healthcare system with a specific emphasis on the country of Colombia.
- Identify the social, cultural, economic, and political factors which have shaped the delivery of health and mental health services across the life span in Colombia as compared to the United States from a person, family, and community-centered perspective.

### **Teaching Methodologies**

Course objectives will be accomplished through the instructor's provision of a stimulating schedule of readings, class lectures, article analyses, discussions by class participants, and selected clinical, cultural, and community site visits. Each lecture is based on a textbook, supplementary book chapters, and articles. The course is composed mainly of face-to-face class sessions and site visits. The course is designed to maximize self-directed learning by applying course content to written assignments.

Students should read assigned chapters and articles prior to each class session. During class sessions, students will discuss the assigned reading chapters.

### **Course Assignments and Grading**

The final grade of the course will be based on the successful completion of the following assignments:

- |      |  |                          |
|------|--|--------------------------|
| I.   | Active Course Participation and Class Presentation | (30% of the final grade) |
| II.  | Journal Assignment                                 | (30% of the final grade) |
| III. | Final Paper  | (40% of the final grade) |

The grading scale for the course is as follows:

- |             |    |
|-------------|----|
| 94 – 100% = | A  |
| 90 – 93% =  | A- |
| 87 – 89% =  | B+ |
| 83 – 86% =  | B  |
| 80 – 82% =  | B- |
| 63 – 66% =  | D  |
| 60 – 62% =  | D- |
| 0 – 59% =   | F  |

## Active Course Participation and Class Presentation

30 points (or 30%) of the final course grade will be predicated on your professional participation in the study tour program and a final class presentation. Professional participation includes your punctuality, attendance, and contributions in the classroom and related study tour events—such as clinical, community, and cultural site visits and required pre-departure and arrival meetings. It also includes your professional overall conduct on the trip. In evaluating your course participation, the following will be considered: Were you on time and prepared for each class session, meeting, and site visit? Were you attentive to course lectures, classroom discussions, site visits, and required meetings as evidenced by your comments, questions, and shared observations? Did you engage professional speakers and guides with thoughtful questions? Did you engage the faculty and your peers in thoughtful conversations about content pertaining to the course? The class presentation—which will take place on the last day of study abroad program—will give you an opportunity to share with peers and faculty what you have learned specific to interprofessional practice within a culturally competent and biopsychosocial perspective. Students will be given a guide for the class presentation.

## Journal Assignment

The purpose of this journal assignment is two-fold: 1) to stimulate your professional understanding of selected health and mental health issues within the context of the country of Colombia (and as compared with the United States), and 2) to develop and communicate—from a biopsychosocial, culturally competent, and caring perspective—an integrated understanding of the objectives of the course and the noted interprofessional competencies.

In your journal, record your reflections of your study tour experiences. Note how these reflections influence your understanding of health and mental health issues across the life span. Link these reflections with the assigned required readings, class lectures and discussions, clinical community, and cultural site visits, interactions with peers, faculty, and other relevant individuals during the study tour. Note the impact of these reflections on your professional growth as an emerging health and mental healthcare provider. Think about the following questions as you write each journal entry: How are these experiences influencing your study of nursing, social work, or medicine? What insights/thoughts/ perspectives have you gained from these experiences and how has it affected your understanding of nursing, social work, or medicine as a discipline and a profession? How do these experiences, insights, thoughts, or perspectives relate to your discipline-specific role within an interprofessional team? How will your noted experiences influence patient care within a biopsychosocial and culturally competent perspective and family and community context? What is your biggest lesson learned about interprofessional team-based care? In addition to your discipline, what did you learn about the roles and responsibilities of other healthcare professionals on the interprofessional team?

You should have one daily journal entry during the study tour. Your journal entries must be typed and written in accordance with the Publication Manual of the American Psychological Association (APA Manual). Follow the APA Manual's instructions for formatting of your journal entries, citations, and references. All journal entries are due on June 24, 2022, by no later than 5:00 PM.

The journal assignment constitutes 30 points (or 30%) of your final course grade.

## Final Assignment

Select a health, mental health, or social problem (or need) (e.g., cardiovascular disease, Alzheimer's disease and related dementias, poor pediatric nutrition, depression and suicidality, intimate partner violence, child maltreatment, inadequate access to health and mental healthcare) that you learned about during your study tour in Colombia. Once you have selected a specific area of inquiry (e.g., depression and suicidality among Colombian youth), conduct research and write a paper that: a) describes (or defines) the problem; b) provides the most current prevalence and incidence rates of the identified problem in Colombia and its etiology from a biopsychosocial and cultural perspective; c) underscores the clinical, social, and community interventions that have been developed in Colombia to address or alleviate the problem; d) specifically notes how interprofessional team-based care and practice may ameliorate the reverberating effects of the problem; and e) compares the differences and similarities in the management and treatment of the problem in Colombia and the United States.

The final paper should be 10-12 pages in length (excluding title page and reference list), informed by 7-10 references (which may include required readings assigned in the course), and it must be typed and written in accordance with the 7<sup>th</sup> edition of the Publication Manual of the American Psychological Association (APA Manual). Follow the APA Manual's instructions for formatting this assignment and its citations and references.

The final paper constitutes 40 points (or 40%) of your course grade and it is due on July 21, 2022.

### **Course Policies:**

For policies that apply to students in all social work courses, see <https://www.fau.edu/sw-cj/documents/standard-course-syllabus-policies.pdf>. This document provides important information related to grading, class attendance, academic integrity, expectations of professional behavior, online etiquette, social media, SafeWalk, Student Accessibility Services, discrimination or harassment, attendance, religious holidays, academic integrity, counseling, and additional student rights, responsibilities, and resources.

### **Study Abroad Class Attendance and Punctuality:**

Students are expected to attend every planned study abroad activity and be on time for departures to all clinical, community, and cultural site visits. Students will be required to attend two scheduled pre-departure orientations/meetings. The final grade of the course may be affected if a student is late for any planned study abroad activity.

### **Grade of Incomplete Policy:**

A grade of incomplete will be considered by the instructor to be a privilege, not a right. Therefore, it must be earned, and the following criterion met:

The student must be performing satisfactory level work on all assignments due to date at the time that the “incomplete” is requested. In addition, evidence of adult responsibility on the student’s part will be considered in evaluation of the request.

Following the completion of the semester, it will be the student’s responsibility to complete the agreed upon assignments in a timely manner.

The student must enter into a written contract with the instructor outlining the work that must be completed and the deadline for completing the work. If the work is not completed, the “Incomplete” will automatically become an “F” grade as outlined in the contract or by one year from the date of the beginning of the semester in which it is earned or by the end of the grading period prior to graduation, whichever is sooner. It is the student’s responsibility to arrange a time to complete the written contract prior to accruing the incomplete.

### **Required Textbooks:**

Ortega, P. (2016). *Spanish and the medical interview: A textbook for clinically relevant medical Spanish*. 2<sup>nd</sup> Edition. Philadelphia, PA: Elsevier.

Skolnik R. (2021) *Global Health 101*. 4<sup>th</sup> Edition. Sudbury, MA: Jones & Bartlett Learning.

**Course Outline:** Kindly note that—throughout the study tour—classroom instruction will take place from 9:00 AM-12:00 PM and clinical, community, cultural site visits will occur in the afternoon beginning at 1:00 PM

Class Date	Topic	Required Readings
May 24, 2022  1:00-3:00 PM	<ul style="list-style-type: none"> <li>• Predeparture Meeting and Introduction to the Course</li> <li>• Use of Language Interpreters in Clinical Practice</li> <li>• Health Care and the Law</li> </ul>	<p>In preparation for this class session, and addition to the required readings, students must review the following videos:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=pVm27HLLiiQ">https://www.youtube.com/watch?v=pVm27HLLiiQ</a></li> <li>• <a href="https://www.youtube.com/watch?v=Q4voquDnkbM">https://www.youtube.com/watch?v=Q4voquDnkbM</a></li> </ul> <p>Nester, J. (2016). The importance of interprofessional practice and education in the era of accountable care. <i>North Carolina Medical Journal</i>, 77(2), 128-132.</p> <p>Ortega, P. (2016). <i>Spanish and the medical interview: A textbook for clinically relevant medical Spanish</i>. 2<sup>nd</sup> Edition, Chapter 1, Basic conversational Spanish, Chapter 2, Setting the stage for the clinical encounter, and Chapter 14, Knowing your limitations: When and how to use a medical interpreter.</p> <p>Skolnik, R. (2021) <i>Global Health 101</i>. 4<sup>th</sup> Edition, Chapter 3, The global burden of disease.</p>
June 5, 2022  6:00-8:00 PM	<ul style="list-style-type: none"> <li>• Arrival Meeting and Orientation to the Study Abroad Week</li> </ul>	
June 6, 2022  9:00 AM-12:00 PM	<ul style="list-style-type: none"> <li>• Interprofessional Competencies in Healthcare</li> <li>• Cultural Competency in Health and Mental Healthcare</li> <li>• Communication in Pediatric Medicine (Child and Adolescent Health)</li> </ul>	<p>González, M.J. &amp; Acevedo, G. (2021). Practice with Hispanic individuals and families. In E. Congress &amp; M.J. González (Eds.), <i>Multicultural perspectives in working with families: A handbook for the helping professions</i> (4<sup>th</sup> ed., pp. 181-194).</p> <p>Hellquist, K., Bradley, R., Grambart, S., Kapustin, J., &amp; Loch, J. (2012). Collaborative practice benefits patients: An examination of interprofessional approaches to diabetes care. <i>Health, Interprofessional Practice &amp; Education</i>, 1(2), 1-8.</p>

		<p>Interprofessional Education Collaborative. (2016). Core Competencies for Interprofessional Collaborative Practice: 2016 Update. Author.  <a href="https://hsc.unm.edu/ipe/resources/ipcc-2016_core-competencies.pdf">https://hsc.unm.edu/ipe/resources/ipcc-2016_core-competencies.pdf</a></p> <p>Ortega, P. (2016). <i>Spanish and the medical interview: A textbook for clinically relevant medical Spanish</i>. 2<sup>nd</sup> Edition, Chapter 10, Pediatrics.</p> <p>Skolnik, R. (2021) <i>Global Health 101</i>. 4<sup>th</sup> Edition, Chapter 7, Culture and health, Chapter 11, The health of young children, and Chapter 12, The health of adolescents and young adults.</p>
<p>June 7, 2022</p> <p>9:00 AM-12:00 PM</p>	<ul style="list-style-type: none"> <li>Intimate Partner Violence and Maltreatment Across the Lifespan</li> </ul>	<p>Aymer, S. (2021). <i>Intimate partner violence: Clinical interventions with women, men, and their children</i>. Washington, DC: Rowman and Littlefield.</p> <p>Brownell, P., et al. (2021). Practice with immigrant victims of domestic violence. In E. Congress &amp; M.J. González (Eds.), <i>Multicultural perspectives in working with families: A handbook for the helping professions</i> (4<sup>th</sup> ed., pp. 347-384).</p>
<p>June 8, 2022</p> <p>9:00 AM-12:00 PM</p>	<ul style="list-style-type: none"> <li>Brain Health Across the Lifespan</li> </ul>	<p>Heyman J. &amp; White-Ryan, L. (2021). Working with culturally diverse older adults. In E. Congress &amp; M.J. González (Eds.), <i>Multicultural perspectives in working with families: A handbook for the helping professions</i> (4<sup>th</sup> ed., pp. 153-168).</p> <p>Ortega, P. (2016). <i>Spanish and the medical interview: A textbook for clinically relevant medical Spanish</i>. 2<sup>nd</sup> Edition, Chapter 8, Mental health and cognition, and Chapter 12, Procedures and informed consent.</p> <p>Skolnik, R. (2021) <i>Global Health 101</i>. 4<sup>th</sup> Edition, Chapter 14, Noncommunicable diseases and mental disorders.</p>

<p>June 9, 2022</p> <p>9:00 AM-12:00 PM</p>	<ul style="list-style-type: none"> <li>• Cultural Competence in Mental Healthcare</li> <li>• Culturally-Bound Syndromes</li> <li>• Diagnostic and Statistical Manual of Mental Disorders (DSM-5) Cultural Formulation</li> <li>• Depression and Suicidality Across the Lifespan</li> </ul>	<p>García, B. &amp; Feher, Z.M. (2021). The DSM-5 from a multicultural perspective. In E. Congress &amp; M.J. González (Eds.), <i>Multicultural perspectives in working with families: A handbook for the helping professions</i> (4<sup>th</sup> ed., pp. 55-68).</p> <p>Malgady, R.G. &amp; Zayas, L.H. (2001). Cultural and linguistic considerations in psychodiagnosis with Hispanics: The need for an empirically informed process model. <i>Social Work</i>, 46(1), 39-49.</p> <p>Ortega, P. (2016). <i>Spanish and the medical interview: A textbook for clinically relevant medical Spanish</i>. 2<sup>nd</sup> Edition, Chapter 8, Mental health and cognition</p> <p>Sadock, B.J., Sadock, V.A., &amp; Ruiz, P. (2015). <i>Kaplan &amp; Sadock's Synopsis of Psychiatry</i>. 11<sup>th</sup> Edition. New York: Wolters Kluwer. Chapter, 3, Contributions of the sociocultural sciences, Chapter, 8, Mood disorders, and Chapter 23, Emergency psychiatric medicine.</p> <p>Skolnik, R. (2021) <i>Global Health 101</i>. 4<sup>th</sup> Edition, Chapter 14, Noncommunicable diseases and mental disorders.</p>
<p>June 10, 2022</p> <p>9:00 AM-12:00 PM</p>	<ul style="list-style-type: none"> <li>• Course Review and Conclusion</li> <li>• Students' Reflections and Presentations</li> </ul>	<p>Congress, E.P. (2021). Health beliefs, care, and access of individuals and families from diverse backgrounds. In E. Congress &amp; M.J. González (Eds.), <i>Multicultural perspectives in working with families: A handbook for the helping professions</i> (4<sup>th</sup> ed., pp. 279-293).</p> <p>Pullon, S., Morgan, S., Macdonald, L., McKinlay, E., &amp; Gray, B. (2016). Observation of interprofessional collaboration in primary care practice: A multiple case study. <i>Journal of Interprofessional Care</i>, 30, 787-794.</p> <p>Skolnik, R. (2021) <i>Global Health 101</i>. 4<sup>th</sup> Edition, Chapter 15, Intersectional approaches to enabling better health.</p>


## Course Bibliography

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- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders. 5<sup>th</sup> Edition. Washington, DC: American Psychiatric Association.
- Ashcroft, R., McMillan, C., Ambrose-Miller, W., McKee, R., & Brown, J. B. (2018). The emerging role of social work in primary health care: A survey of social workers in Ontario Family Health Teams. *Health & Social Work*, 43(2), 109-117.
- Aymer, S. (2021). *Intimate partner violence: Clinical interventions with women, men, and their children*. Washington, DC: Rowman and Littlefield.
- Congress, E.P. & González, M.J. (Eds.). (2021). *Multicultural perspectives in working with families: A handbook for the helping professions*. 4<sup>th</sup> Edition. New York: Springer.
- de Saxe Zerden, L., Lombardi, B. M., Fraser M. W., Jones, A., & Rico, Y. G. (2018). Social Work: Integral to Interprofessional education and integrated practice. *Journal of Interprofessional Education and Practice*, 10, 67-75.
- Hellquist, K., Bradley, R., Grambart, S., Kapustin, J., & Loch, J. (2012). Collaborative practice benefits patients: An examination of interprofessional approaches to diabetes care. *Health, Interprofessional Practice & Education*, 1(2), 1-8.
- Interprofessional Education Collaborative. (2016). Core Competencies for Interprofessional Collaborative Practice: 2016 Update. Author. <https://hsc.unm.edu/ipe/resources/ipec-2016-core-competencies.pdf>
- Lucasa, C., Power, T., Hayes, C., & Ferguson, C. (2020). “Two heads are better than one”—pharmacy and nursing students' perspectives on interprofessional collaboration utilizing the RIPE model of learning. *Research in Social and Administrative Pharmacy*, 16, 25-32.
- Malgady, R.G. & Zayas, L.H. (2001). Cultural and linguistic considerations in psychodiagnosis with Hispanics: The need for an empirically informed process model. *Social Work*, 46(1), 39-49.
- Nester, J. (2016). The importance of interprofessional practice and education in the era of accountable care. *North Carolina Medical Journal*, 77(2), 128-132.

- Pullon, S., Morgan, S., Macdonald, L., McKinlay, E., & Gray, B. (2016). Observation of interprofessional collaboration in primary care practice: A multiple case study. *Journal of Interprofessional Care*, 30, 787-794.
- Sadock, B.J., Sadock, V.A., & Ruiz, P. (2015). *Kaplan & Sadock's Synopsis of Psychiatry*. 11<sup>th</sup> Edition. New York: Wolters Kluwer
- Walmsley, L., Fortune, M., & Brown, A. (2018). Experiential interprofessional education for medical students at a regional medical campus. *Canadian Medical Education Journal*, 9(1), e59-e67.