

**SWK 400/600: Health and Behavioral Health Care in a Global Context:  
Interprofessional Collaborative Practice  
May 16, 2017 – June 3, 2017 (Summer I)**

**Undergraduate and Graduate Level: 3 credits**

Semester:	Summer, 2017
Time:	- On-campus sessions: 5/15, 5/16, and 5/17 - Stay in South Korea: 5/21/2017 - 6/3/2017
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Office Hours:	By appointment

**I. Course Description**

This course will discuss health and behavioral health care through interprofessional collaborative practice in a global context. With an increasing attention toward the globalization of health care issues and the importance of interprofessional collaborative practices in health care, it is important for future health care professionals to expand their understanding and knowledge about health care programs beyond the U.S.

Students will explore and experience health and behavioral healthcare models and interprofessional collaborative practices in diverse settings in South Korea. South Korea provides universal health care for its population since 1977. Life expectancy in South Korea was among the highest in developed countries at 81 years in 2015, but health care expenditure was at 7.6 percent of the GDP in 2012 compared to 16.9 percent in the United States.

Students in this course will gain in-depth understanding about quality health and behavioral health care in South Korea and furthermore, develop critical and analytical perspectives by comparing and contrasting health care services between the U.S. and South Korea. In addition, students will experience cultural enrichment through on-site course, agency visits, and interactions with Korean students.

**II. Course Objectives**

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

1. Understand different health and behavioral health care programs in diverse settings.
2. Develop an understanding about the collaboration with diverse professionals in health and behavioral health care.

3. Demonstrate an awareness of the influence of culture on the role of health care professionals and collaborative approaches in health and behavioral health care.
4. Conduct cross-cultural comparisons on health care programs and collaborative practice models between the U.S. and South Korea.
5. Increase cultural competence to serve individuals with diverse cultural backgrounds and practice in a global community.

### III. Course Readings

#### ➤ Reference books

- Askin, E., & Moore, N. (2014). *The health care handbook: a clear and concise guide to the United States health care system*. Second edition St. Louis: Washington University in St. Louis.
- Bradley, E. H., & Taylor, L. A. (2013). *The American health care paradox: why spending more is getting us less*. New York: Public Affairs.
- Oliver, T. R. (2014). *Guide to U.S. health and health care policy*. Thousand Oaks, California: SAGE Reference/CQ Press.

#### ➤ Required for both undergraduate and graduate students:

- Buchmueller, T.C, Levinson, Z. M., Levy, H. G., & Wolfe, B. L. (2016). Effect of the Affordable Care Act on racial and ethnic disparities in health Insurance coverage. *American Journal of Public Health, 106*(8), 1416-1421.
- Cuff, P., Schmitt, M., Zierler, B., Cox, M., De Maeseneer, J., Maine, L. L., & ... Thibault, G. E. (2014). Interprofessional education for collaborative practice: views from a global forum workshop. *Journal of Interprofessional Care, 28*(1), 2-4.  
doi:10.3109/13561820.2013.828910
- French, M. T., Homer, J., Gumus, G., & Hickling, L. (2016). Key provisions of the patient protection and affordable Care Act (ACA): A systematic review and presentation of early research findings. *Health Services Research, 51*(5), 1735-1771.
- Jenkins, R., Baingana, F., Ahmad, R., McDavid, M., & Atun, R. (2011). How can mental health be integrated in health system strengthening? *Mental Health in Family Medicine, 8*, 115-117.
- Kahng, S., & Kim, H. (2010). A developmental overview of mental health system in Korea. *Social Work in Public Health, 25*, 158-175.
- Kaiser Family Foundation (Producer). (Nov. 18, 2015). *Health of Healthcare System* [Video file]. Retrieved from <https://www.youtube.com/watch?v=klR7TCPQh0c>

- Kim, D. (2010). Introduction: Health of the health care system in Korea. *Social Work in Public Health, 25*, 127-141.
- Lee, Y. H., Ahn, D., Moon, J., & Han, K. (2014). Perception of interprofessional conflicts and interprofessional education by doctors and nurses. *Korean Journal of Medical Education, 26*, 257-264. doi:<http://dx.doi.org/10.3946/kjme.2014.26.4.257>
- Oelke, N. D., Thurston, W. E., & Arthur, N. (2013). Intersections between interprofessional practice, cultural competency and primary healthcare. *Journal of Interprofessional Care, 27*(5), 367-372. doi:10.3109/13561820.2013.785502
- Seo, J. (2010). Public long-term care insurance for the elderly in Korea: design, characteristics, and tasks. *Social Work in Public Health, 25*, 185-209.
- Woolf, S., & Aron, L. (2013). *U.S. Health in International Perspectives: Shorter Lives, Poorer Health*. Washington, D.C.: Institute of Medicine of the National Academies.

➤ **Required only for the graduate students**

- Han, K., & Jo, S. (2012). Does culture matter? A cross-national investigation of women's responses to cancer prevention campaign. *Health Care for Women International, 33*, 75-94. doi:10.1080/07399332.2011.630117
- Kwon, H., Yoon, L., Joormann, J., & Kwon, J. (2013). Cultural and gender differences in emotion regulation: Relation to depression. *Cognition and Emotion, 27*, 769-782. <http://dx.doi.org/10.1080/02699931.2013.792244>
- Mitchell, R., Parker, V., & Giles, M. (2011). When do interprofessional teams succeed? Investigating the moderating roles of team and professional identify in interprofessional effectiveness. *Human Relations, 64*, 1321-1343. doi: 10.1177/0018726711416872
- Patel, V. (2012). Global mental health: From science to action. *Harvard Review of Psychiatry, 20*, 6-12. doi:10.3109/10673229.2012.649108
- Shin, P., & Regenstein, M. (2016). After the Affordable Care Act: Health reform and the safety net. *Journal of Law, Medicine, & Ethics, 44*(4), 585-588.

➤ **Recommended:**

- Dziegielewska, S. F. (2013). *The changing face of health care social work: opportunities and challenges for professional practice*. Third edition. New York: Springer Publishing Company.
- Faguet, G. B. (2013). *The Affordable Care Act: A missed opportunity, a better way forward*. New York: Algora Pub.

Harris-Kojetin, L. D. (2013). *Long-term care services in the United States: 2013 overview*. Hyattsville, Maryland: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics.  
<http://purl.fdlp.gov/GPO/gpo58853>

Khang, Y., Lynch, J., & Kaplan, G. (2004). Health inequalities in Korea: age-and sex-specific educational differences in the 10 leading causes of death. *International Journal of Epidemiology*, 33, 299-308. doi:10.1093/ije/dyg244

Joo, J. (2011). Transnationalization of Korean popular culture and the rise of “pop nationalism” in Korea. *The Journal of Popular Culture*, 44, 489-504

Mossialos, E., Wenzl, M., Osborn, R., Sarnak, D. (Eds.), *International profiles of health care systems, 2015*, The commonwealth Fund, January 2016.

OECD (2016), *Government at a Glance: How Korea Compares*, OECD Publishing, Paris.  
 doi: <http://dx.doi.org/10.1787/9789264259003-en>

Ridic, G., Gleason, S., & Ridic, O. (2012) Comparisons of health care systems in the United States, Germany and Canada. Retrieved from  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3633404/>

Song, Y. (2009). The South Korean Health Care System. *Japan Medical Association Journal*, 52(3), 206–209.

#### IV. Course Requirements:

- **Readings:** Readings will be assigned for each orientation session as well as for the duration of the program. The readings include theoretical articles, book chapters, and case vignettes. Students will be encouraged to integrate their readings with their experiences during visits to agencies and guest lectures.
- **Pre-trip orientation seminars (5 hours each).** Students should attend all three pre-departure sessions prior to departing for South Korea.

Seminar #	Date	Topic
Seminar 1	5/15/17 (5 contact hrs)	<ul style="list-style-type: none"> <li>• Overview of health and behavioral health care in the U.S.               <ul style="list-style-type: none"> <li>○ Overview of health care system: structure and its delivery system in the U.S.</li> <li>○ Changes in the health care system through the implementation of the Patient Protection and Affordable Care Act</li> <li>○ Interprofessional collaborative approaches in health and behavioral health care</li> <li>○ Review of nationwide health indicators</li> <li>○ Disparities in health and health care system</li> </ul> </li> </ul>

Seminar 2	5/16/17 (5 contact hrs)	<ul style="list-style-type: none"> <li>• Overview of health and behavioral health care in South Korea <ul style="list-style-type: none"> <li>○ Overview of health care system: structure and its delivery system in South Korea</li> <li>○ Interprofessional collaborative approaches in health and behavioral health care</li> <li>○ Review of the nationwide health indicators</li> </ul> </li> </ul>
Seminar 3	5/17/17 (4 contact hrs: one hour about logistics is excluded in counting contact hrs )	<ul style="list-style-type: none"> <li>• Understanding Korean culture and language and assignment reviews (3 hrs) <ul style="list-style-type: none"> <li>○ Cultural engagement activities and safety matters: use of public transportation, understanding cultural matters, knowing basic language phrases, being cognizant of our surroundings while in South Korea, what to do if you get accosted or threatened, cell phone usage while in South Korea, emergency contacts, and emergency health care locations</li> <li>○ Review of course assignments</li> </ul> </li> <li>• Protocol for interacting with clients and service providers of health care facilities and programs as well as local Korean students to be paired up with our students ( 1hr)</li> </ul>

➤ **In country learning activities.** All field visits and attendance to lectures are mandatory. Student will have the opportunity to attend guest lectures and participate in facilitated discussions. Students will also be able to observe and interact with agency staff during site visits at the organizations listed below during summer of 2017:

- Health Policy:
  - 1) National Health Insurance Corporation that manages the national health care in South Korea
  - 2) Health Insurance Review Agency that evaluates health care bills
- Program development/evaluation:
  - 1) Community Chest of Korea that is equivalent to United Way of America in the U.S.
  - 2) Korean Association for Children with Leukemia and Cancer (KACLC), a family self-help organization for children with leukemia and cancer
- Service delivery: These agencies provide health and behavioral health care programs through interprofessional collaboration
  - 1) City hospital that delivers diverse health care services

- 2) Community center for older adults that serve diverse needs of older adults in the community
  - 3) Community center for people with disability that serve diverse needs of people with disability in the community
  - Social enterprise: Home health care visit program run by social enterprise
  - Community-based collaboration model: Community health center, Community mental health center, Center for prevention of suicide, Dementia center, and Community welfare center
- **Travel Journal.** Students are required to maintain a travel journal at least twice per week. It includes daily critical reflections on assigned readings, videos, individual and guest lecturers/presentation, active learning experiences and site visits to governmental and non-governmental organizations. More information about the structure and content of this assignment will be shared during the last seminar.
- **Reflection paper.** One reflection paper will be required for each student attending this study abroad course (the paper should be no more than five (5) pages/double-spaced). For this reflection, students will be asked to use the DEAL model and reflect on their readings, own experiences, and learning from guest lecturers, facilitated discussions, observation and experiences from agency visits, and students and faculty from Ewha Womans University. In preparation for this paper, students are asked to take stock of their experiences (through travel journal) so that the information is detailed and precise to the argument one might make.

Please note that we will be including a review of the DEAL, CRITICAL THINKING Model during our last seminar.

- **Final project.** Students will select a topic area and develop an interprofessional collaborative practice model for their final project. Students can include, but not limited to the following components: description of the topic area selected, prevalence in the U.S. and development of an interprofessional collaborative practice model based on the experiences of this course to better serve the client population in the U.S.

Topic area: Older adults, long-term care, mental health, children, youth and family

- **Presentations of digital storytelling (for master students only) and final project.** Each group will present digital story telling project (Master students only) and final project on last day in South Korea.
- **Digital storytelling.** Students will be required to create digital storytelling that will capture ONE theme that has impacted them on a personal and professional level. Students should utilize research and reading assignments to support their storytelling, while use their critical thinking to apply its relevance in health care practice.

## V. Assignments and Evaluation of Students Performance

Course requirements with weights toward the final grade are as follows: Individual Grade (I), Group Grade (G)

### ➤ Undergraduate

Travel Journal (I)	20 points
Reflection paper (I)	20 points
Final project (G)	40 points
Presentation (G)	10 points
Class participation (I)	10 points
<b>Total</b>	<b>100 points</b>

### ➤ Graduates

Travel Journal (I)	20 points
Reflection paper (I)	10 points
Final project (G)	30 points
Presentation (G)	10 points
Class participation (I)	10 points
Digital storytelling (I)	20 points
<b>Total</b>	<b>100 points</b>

## VI. Daily schedule while in South Korea

Day		Contact hours
Day 1 (Sun) 5/21	Arrival - afternoon	
Day 2 (Mon) 5/22	Greetings: (6 hrs): Learning about Korean culture, language and college life with local faculty and a paired local students	
Day 3 (Tue) 5/23	<b>Overview of health and behavioral care in South Korea:</b> - 5 hrs of lecture by local faculty at Ewha Womans University: Overview of health care system in Korea, Roles of different health care professionals and collaborations among them in health care - 2 hrs of lecture by IU faculty: Overview of local agencies that provide health and behavioral health care (2 hrs)	7
Day 4	<b>Health Policy</b>	3

(Wed) 5/24	<ul style="list-style-type: none"> <li>○ National Health Insurance Services: Corporation that manages South Korea's national health insurance (3hrs)</li> <li>○ Health Insurance Review and Assessment Service: Health insurance review agency that evaluate health care bills (3hrs)</li> </ul>	
Day 5 (Thr) 5/25	<b>Program Development/Evaluation:</b> <ul style="list-style-type: none"> <li>○ Community Chest of Korea (United Way of Korea) (6hrs)</li> </ul>	3
Day 6 (Fri) 5/26	<b>Program Development/Evaluation:</b> <ul style="list-style-type: none"> <li>○ Korean Association for Children with Leukemia and Cancer (KACLCLC): family self-help organization for children with leukemia and cancer (3hrs)</li> </ul> <b>Social Enterprise:</b> <ul style="list-style-type: none"> <li>○ Home health care visit program operated by social enterprise (3hrs)</li> </ul>	3
Day 7 (Sat) 5/27	Seoul City Tour (8 hrs)	
Day 8 (Sun) 5/28	Visit to Korean Demilitarized Zone (DMZ) (10 hrs)	
Day 9 (Mon) 5/29	<b>Service Delivery</b> <ul style="list-style-type: none"> <li>○ City hospital that delivers diverse health care services (3hrs)</li> <li>○ Community center for older adults that serve diverse needs of older adults in the community (3hrs)</li> </ul>	3
Day 10 (Tue) 5/30	<b>Service Delivery</b> <ul style="list-style-type: none"> <li>○ Community center for people with disability that serve diverse needs of people with disability in the community (3hrs)</li> </ul> - Working on the group projects and digital story telling	1.5
Day11 (Wed) 5/31	<b>Health Network:</b> City of Gwangmyeong (Healthy City designated by the WHO): (6hrs) <ul style="list-style-type: none"> <li>○ Community health center</li> <li>○ Community mental health center</li> <li>○ Center for prevention of suicide</li> <li>○ Dementia center</li> </ul>	3
Day 12	<b>Health Network:</b> City of Gwangmyeong (Healthy City designated by the	2.5

(Thr) 6/1	WHO): (5hrs) <ul style="list-style-type: none"> <li>o Community Welfare Center (5 hrs)</li> </ul> - Visit a local market at City of Gwangmyeong (3hrs)	
Day 13 (Fri) 6/2	Final presentation and reflection (6 hrs) <ul style="list-style-type: none"> <li>a. Review/Reflection with local students and faculty</li> <li>b. Presentations of final projects and digital storytelling</li> </ul>	6
Day 14 (Sat) 6/3	Departure	
	<b>Total contact hours in Korea</b>	<b>32</b>

\* 3 field hours considered 1.5 contact hours.