



Course title:	Applied Assessment Skills in Integrated Health, Mental Health and Substance Abuse	
Course #/term:	SW601	
Time and place:	Section 9 Monday 2 - 5pm Section 1 Tuesday 9 - 12noon	
Credit hours:	3	
Prerequisites:	Foundation Essentials Required	
Instructor:	Susan Radzilowski LMSW	
Pronouns:	She, her, hers	
Contact info:	Email: skrrad@umich.edu	Phone: 248 943 2089
	You may expect a response within 36 hours	
Office:	2740	
Office hours:	On Zoom or Phone - By Appt.	

1. Course Statement

a. Course description

This course focuses on further developing and deepening skills and competencies to conduct brief, evidence-based and evidence informed developmentally appropriate assessment and screening for common health, mental health, substance use and other behavioral health concerns which impact and/or compromise health. Examples include screening and assessment for risky, harmful or dependent use of substances; cognitive impairment; mental health problems; adjustment to illness, behaviors that compromise health; harm to self or others; and abuse, neglect, and domestic violence, etc.

b. Course objectives and competencies

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

- Understanding and application of a holistic approach to health in conducting bio psychosocial spiritual assessments including person in environment (PIE), strengths based client assets, nature of the client/family and social support system, cultural, spiritual and religious beliefs and other socio-economic resources that impact on health and delivery of care (EPAS 2,3,7).
- Understanding of the signs, symptoms and treatments clients may receive for the most common health conditions, health crises, and comorbidity seen in a variety of practice settings and resulting impact on client well-being. (EPAS 7 ,8).
- Ability to utilize established classification criteria, recognize and identify, the most common mental health and substance use conditions seen in a variety of practice settings. (EPAS 7)
- Competency in conducting brief, evidence-based, and developmentally sensitive screens for risky, harmful, or dependent use of substances, including alcohol, illicit drugs, and prescription medications. (EPAS 4, 7).
- Competency in conducting brief, evidence-based, and developmentally appropriate screens for cognitive impairment. (EPAS 3, 7)
- Competency in conducting brief screens for risk related to self-harm, harm to others, impairments in functional self-care, and environmental safety. (EPAS 3,7)
- Ability to identify signs of abuse, neglect, domestic violence and other trauma in individuals across the lifespan and conduct brief, evidence-based screenings. (EPAS 1,2,3,7)

c. Course design

This course encourages a “flipped classroom” format in which students complete pre-class work (readings, videos, etc.). The majority of class time used for ALL students will focus on engaging in active clinical practice of assessment and screening using client vignettes and/or student-generated detailed client scenarios/role plays which represent diverse populations, health concerns/diagnoses, co-morbidities and lived experiences. Active practicing of skills, engaging in role-playing, observation and critical analysis of assessment process and mutually constructive feedback is critical to the skill development focus of this class. Clinical scenarios will address a diverse variety of client populations, needs and practice settings. Video and/or audio taping and presenting of student screening and assessment practice for discussion and learning will be an integral part of skill building in this class.

d. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate

injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Consideration will be given to the ways in which diversity factors such as age, race, ethnicity, disadvantage, gender, sexual orientation, sexual identity, class, immigration status, ability, family status, geographic location, ethnicity and culture interact with and impact health, mental health and behavioral health impact assessment and screening. Culturally responsive engagement in the assessment process will be a focus.

2. Class Requirements

a. Text and class materials

Required Text: Clinical Assessment for Social Workers: Quantitative and Qualitative Methods, 5e by Catheleen Jordan

Other Readings will be posted to Canvas

Each week the readings will inform, supplement, and/or introduce concepts connected to the activities and topics for discussion in class each week. The connections between the readings and in class activities may or may not be directly identified or explicitly called out. (e.g. Typically, we will not dedicate class time to re-capping the content from readings; readings are to be done outside of class time, in preparation for class, and used as tools to raise inquiries for discussion, or to better understand and/or be prepared for the activities and assignments.) The readings fulfill many different functions– they may provide fundamental practice knowledge, address many common questions about social work practice, and/or illustrate perspectives, critiques and new ideas from scholars across cultural contexts, and/or present multiple perspectives on a given theory, practice, or social work topic. Depending on the type reading, the content may be an obvious connection (e.g. “How to complete an assessment”) or it may be more abstract (e.g. “Meta-Analysis of Methadone Maintenance Treatment Outcomes for African American Males in Urban Settings.”) If the connection between readings and class activities seems unclear, please feel welcome to ask about the connections.

Wellness Days: There are two wellness day in Winter 2021. There will be no class on the these days: 2/24 (Wed.) and 3/23 (Tuesday).

Week	Topics (What will students learn?)	Learning Objectives (What will students be able to know and do by the end of the lesson?) CSWE Competency	Activities (What experiences will best help students achieve learning objectives?) Resources: multi-media, handouts, webpages etc.	Pre-Class Preparation: Readings (See listings at end of document); Videos, Modules, SIMs, websites	Assessment/ Assignments (What is the purpose of this assignment? How will students demonstrate what they know and can do?)
1	Setting the Stage for Assessment Assessment as an ongoing process, Common Factors model, Ethical considerations, Connection to intervention planning Overview of sources and methods of assessment and screening	1. Articulate understanding and application of holistic approach to assessment and implications to intervention planning 2. Articulate understanding of Common Factors Model 3. Articulate ethical considerations relevant to the assessment process	Focus on assessment as an ongoing process Discuss models and types/ levels of assessment: screening, BPSS, DSM-5, ICD-10 and ICD-11, screening tools	Please see Canvas Modules for weekly reading assignments	

<p>2</p>	<p>Essential Skills Presence, rapport, working alliance; listening and supportive skills, Reflection, tracking and clarifying; Interviewing skills; Defining and maintaining roles and boundaries</p>	<p>Understanding and application of a holistic approach to health in conducting bio psychosocial spiritual assessments including person in environment (PIE), strengths based client assets, nature of the client/ family and social support system, cultural, spiritual and religious beliefs and other socio-economic resources that impact on health and delivery of care (EPAS 1,2,3,7).</p>		<p>http://www.healthmeasures.net/explore-measurement-systems/promis/intro-to-promis</p> <p>https://www.socialworkers.org/About/Ethics/Code-of-Ethics</p>	
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<p>3</p>	<p>Assessment Process Bias and Strengths based assessments Engagement, Data collection; Perceptual skills; Conceptual skills; Integration of cultural, social, political factors; Integration across mental, physical, SU and comorbidities across various settings</p>	<p>Structural Assessment Bias and Strengths based assessments Engagement, Data collection; Perceptual skills; Conceptual skills; Integration of cultural, social, political factors; Integration across mental, physical, SU and comorbidities across various settings (EPAS 1,2, 3, 4,6,)</p>			
<p>4</p>	<p>Consolidation and Demonstration on Skills Session Skill assessment, evaluation, feedback LAB DAY NO CLASS</p>	<p>Demonstrate competencies of BPSS assessment with consideration of core rapport and interviewing skills EPAS 1,2,6,7</p>	<p>Demonstrate role play of a BPSS assessment</p>		<p>Student competency demonstration assignment: students showing skills by both presenting role plays and by identifying and providing feedback regarding assessment skills</p> <p>EPAS 1,2,4,6,7</p>

5	Adults Assessment of Mood and anxiety disorders, schizophrenia	GAD 7 PHQ 9 MDQ Integrate DSM 5 criteria	Demonstrate use of an anxiety and depression screening tool	Mental Status Exam https://www.nimh.nih.gov/health/statistics/index.shtml	
6	Adults Continued Couples, Families Personality Disorders	Integrate DSM 5 criteria			
7	Children Internalizing Disorders: depression and range of anxiety disorders (phobias, OCD) Integrate DSM 5 criteria	Integrate DSM 5 criteria			
8	Children Externalizing disorders: behavioral (ODD, CD, eating disorders)	Integrate DSM 5 criteria			

9	Consolidation and Demonstration Skills Session Skill assessment, evaluation, feedback LAB DAY NO CLASS				Students group demonstration of assessment screening skills Live or video and/or audio taping assessment practice for discussion and learning. Observing students will complete evaluation reflection of skills they see demonstrated, what they might do differently, etc. So all students involved with every demonstration.
10	Cognitive and physical functioning across the life span	Mini Mental Status Exam Duke Health Profile ICD-10	Demonstrate a mini mental status exam	Pre-session create a 1-page info-graphic education sheet on Tools of Cognitive Evaluation and Physical Function Assessment Tools	
11	Trauma, Violence Abuse and Neglect Implications across the life span	PC-PTSD PCL-C LEC	Demonstrate: IPV assessment Abuse and neglect assessment	https://www.integraton.samhsa.gov/clinical-practice/trauma https://www.integraton.samhsa.gov/clinical-practice/intimate-partner-violence	

12	Self-harm Suicide Across the life span	SAFE-T	Demonstrate :Suicide assessment and risk rating	https:// www.integrati on.samhsa.go v/clinical- practice/ suicide- prevention- update	
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13	Substance Abuse Assessment across the life span	SBIRT, CAGE-AID, AUDIT, CRAFFT, DAST 10	Demonstrate use of substance use screening tool Complete SBIRT Simmersi on Simulation	<p>https://www.integration.samhsa.gov/clinical-practice/screening-tools#drugs</p> <p>National Registry of Evidence-Based Programs and Practices www.nrepp.samhsa.gov</p> <p>Substance Abuse for Gay, Lesbian, Bisexual and Transgender Individuals http://www.cdc.gov/msmhealth/substance-abuse.htm</p> <p>http://store.samhsa.gov/shin/content/SMA124104/SMA12-4104.pdf</p> <p>Health Effects of Substance Use www.drugabuse.gov/consequences</p> <p>http://www.ncaddnj.org/file.axd?file=2014%2F7%2FProvider+Guide+-+CRAFFT+Screening+Tool.pdf</p>	<ol style="list-style-type: none"> 1. Identify commonly used valid substance use and abuse screening tools across the life span 2. Articulate strengths and limitations of screening tools with application to diverse populations and cultures 3. Demonstrate ability to administer Substance 4. Use screening tool
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14	Consolidation/ Demonstration Skills Session Skill assessment, evaluation, feedback				Students group demonstration of assessment screening skills with complex client EPAS 1,2,3,4,6,7
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ASSIGNMENTS: DUE DATES WILL BE POSTED ON CANVAS ON THE ASSIGNMENT TAB

This is a clinical skill method course in which you will learn how to conduct real-world social work assessments with clients from different backgrounds and experience various psychosocial challenges. There will be three major assignments throughout the semester, all of which are designed to help you to learn, practice, reflect, and improve on your clinical assessment skills. Below provides a brief outline of the three major assignments, and you can learn more about the assignments on Canvas.

Assignment 1: Bio-Psycho-Social-Spiritual (BPSS) assessment simulation 1

15 percent of grade

This is a two-part assignment for which (in part 1) you are asked to develop a client profile and write a BPSS assessment on the client that you developed. In part 2, you will engage in a live simulation as a clinician interviewing one of your classmates (**week 4 skill lab**) and write a BPSS assessment about the client that you interviewed. You will have the opportunity to hear from your “client” after your assessment interview and to reflect on the interview/simulation.

Assignment 2: Clinical Assessment Interview Critique

25 percent of grade

In this assignment, you are asked to evaluate and comment on a clinical interview that is done by other clinicians. The main purpose of this assignment is to offer an opportunity for you to approach the clinical assessment from a different perspective, i.e., stepping out of your student role and stepping into an evaluator role. In addition, it is also anticipated that you will use what you would learn in this class and intentionally use these acquired knowledge when evaluating another clinician’s work.

Assignment 3: BPSS assessment simulation

40 percent of grade

This is a two-part assignment similar to Assignment 1 for which (in part 1) you are asked to continue developing the client profile you developed in Assignment 1. With an increased complexity of your newly developed client profile, you will write a BPSS assessment on the new client. In part 2, you will engage in a live simulation as a clinician interviewing one of your classmates (week 14) and write a BPSS assessment about the client that you interviewed. You will have the opportunity to hear from your “client” after your assessment interview and to reflect on the interview/simulation.

Participation and Engagement

20 percent of grade

Measurement of class Engagement

- a. Attendance
- b. Completion of feedback/evaluation of other’s demonstration competencies
- c. Other pre-class or in-class assignments/activities graded as completed or not completed

Synchronous and Asynchronous for Classroom Time. The current known best practice of online teaching is a combination of synchronous and asynchronous teaching, which means some of the in-person classroom learning will now be obtained before and/or after each week’s synchronous session. In principle, each week’s synchronous session will be approximately 1.5 hours with a 10 to 15 minute break.

Student Camera On Expectation. When possible, it is expected that the students keep their cameras turned on during the synchronous session. This requirement is important to create a collegial environment of learning as well as a sense of belonging to the course community. Please communicate with the instructor individually with reasons why this may be a challenge for you and exception to this expectation will be granted on a case-by-case basis.

Suggestions for Each Week’s Synchronous Session (for students). For effective time management and learning purposes, we will hold regular synchronous session every week for the first two hours of class. Reserve the final hour, for offline course related works, like group meetings or follow-up assignments to activities in class.

Student Absences. Participating all synchronous sessions is expected. If you have to miss a class, in part of in total, you are required to notify the instructor via email (skrrad@umich.edu) at

least 12 hours in advance of our class meeting time. **Failure to communicate an absence to the instructor (including last-minute notice that is within 12 hours of the upcoming session) will result in an automatic deduction (1 point) toward your final grade. Likewise, missing more than one class, in part or in total for any reason, will result in an automatic deduction toward your final grade. Additionally, chronic and/or significant tardiness will count toward an absence, i.e., missing more than 30 minutes for each class.**

Exceptions to the above-mentioned student absences policy will only be granted on a case-by-case basis at the discretion of the instructor.

Attendance and Class Participation Evaluation. I highly encourage you to attend all Zoom classes and to actively participate in class. Should something prevent you from attending the Zoom class (i.e. illness, a conference, a religious observance, personal emergency, internet or other access issues) please let me know, when possible at least 24 hours before an expected absence, or within 24 hours of an unexpected absence/emergency). Note: If you are absent from class, you are still responsible for any assignments due that day. Please review the Policy on Class Attendance found in the MSW Student Guide.

Student Time Expectation. This is a 3-credit course and is offered online. This means that, as a student, you are expected to spend a total of 112.5 hours throughout the semester, including synchronous & asynchronous classroom time. For more details, please go to the UM Center for Academic Innovation website for detail.

GRADING SCALE: The criteria for each grade are as follows:

95- 100 A Brilliant mastery of subject content; demonstrates exceptional skill, insight, reflection, understanding of self and others; exceptional mastery of core concepts. Only students who have achieved 100 percent attendance in this class will be eligible for a grade of A.

90 - 94 A- The difference between A and A- is based on the degree to which the above described skills are demonstrated

88 - 89 B+ Mastery of subject content beyond expected competency; is growing in insight, clinical acuity, and self-reflection and in mastery of core concepts

85 - 87 B Mastery of subject content at level of expected competency – meets course expectations

80 - 84 B- Less than adequate competency, but demonstrates student learning and potential for mastery of subject content

70 - 79 C or C- Demonstrates a minimal understanding of core content, and of self and others. Significant areas need improvement to meet course requirements.

69 and below Student has failed to demonstrate minimal understanding of subject content.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*