



Course title:	Applied Assessment Skills in Integrated Health, Mental Health and Substance Abuse	
Course #/term:	SW601-005	
Time and place:	Tuesday, 9am-11:50pm, Online	
Credit hours:	3	
Prerequisites:	521/513/511 or permission of instructor	
Instructor:	Liz Haas, LMSW ACSW CST CSE	
Pronouns:	She Her Hers	
Contact info:	Email: Lizhaas@umich.edu	Phone: See Canvas
	Response time varies by day. I work at the Ann Arbor VA on Wednesdays, Thursdays, and Fridays; thus, my response time is slower on those days. Please text me for more immediate questions.	
Office:	NA	
Office hours:	By appointment	

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:

1. 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
2. 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.
3. 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. <https://www.nimh.nih.gov/health/statistics/index.shtml>
4. 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. <https://www.integration.samhsa.gov/clinical-practice/screening-tools>
5. Competency in conducting brief, evidence-based, and developmentally appropriate screens for cognitive impairment.
6. Competency in conducting brief screens for risk related to self-harm, harm to others, impairments in functional self-care, and environmental safety. <https://www.integration.samhsa.gov/clinical-practice/suicide-prevention-update>
7. Ability to identify signs of abuse, neglect, domestic violence and other trauma in individuals across the lifespan and conduct brief, evidence-based screenings. <https://www.integration.samhsa.gov/clinical-practice/trauma>; <https://www.integration.samhsa.gov/clinical-practice/intimate-partner-violence>

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 Texts:

- 1) Clinical Assessment for Social Workers: Quantitative and Qualitative Methods. 5th Ed. (2020). Cathleen Jordan and Cynthia Franklin. Oxford University Press. ISBN: 9780190071905
- 2) DSM5
 - a. <https://dsm-psychiatryonline-org.proxy.lib.umich.edu/doi/book/10.1176/appi.books.9780890425596>
 - b. Available through UofM Library- Do NOT rent or buy

REQUIRED READINGS

- To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.
- Required readings can be found on Canvas and are to be completed prior to class.

b. Class Schedule

Date/Time	Agenda (subject to change)	Readings & Assignment s
Week 1: 1/19/21	Setting the stage for assessment	See canvas
Week 2: 1/26/21	Essential skills in social work assessment	
Week 3: 2/2/21	The assessment process	
Week 4: 2/9/21	Social work assessment with adults 1	
Week 5: 2/16/21	Skill Lab Session 1	
Week 6: 2/23/21	Social work assessment with adults 2	
Week 7: 3/2/21	Social work assessment with children 1	
Week 8: 3/9/21	Social work assessment with children 2	
Week 9: 3/16/21	Skill Lab Session 2	
Week 10: 3/23/21	Wellbeing Break: No Class	
Week 11: 3/30/21	Assessment for cognitive and physical conditions	
Week 12: 4/6/21	Assessment for trauma, violence, abuse, and neglect; Assessment for self-harm across the life span	
Week 13: 4/13/21	Final Skill Lab Session 3	
Week 14: 4/20/21	Assessment for substance use behaviors/disorders	

c. Assignments

- a. Any reference to articles means peer reviewed academic journal articles. Try to find articles within the past 5 years. Look for articles that are by BIPOC authors and authors who emphasize diversity (i.e., racial, sexual, cultural, sex/gender etc.)
- b. Formatting:

- i. Papers should be written in a standard font and font size (e.g., Calibri size 11 or Times New Roman 12).
- ii. Margins should be 1 inch.
- iii. Titles and Names: Add your name and the name of assignment.
- iv. If headers are used in the instructions, those same headers should be used in the assignment.
- v. 1 page = 500 words.

Assignment	Due date	Percent of overall grade
Assignment 1	See Canvas	15%
Assignment 2	See Canvas	25%
Assignment 3	See Canvas	40%

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

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 5 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

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 2

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 13) 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.

d. Attendance and class participation [20% of overall grade]

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 14 weeks (i.e., **8 hours per week**), including **synchronous & asynchronous** classroom time. For more details, please go to the [UM Center for Academic Innovation website](#) for detail.

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 Tuesday between **9:00-11:00am**. Reserve the final hour, from 11-12 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 or in total, you are required to notify the instructor via email (lizhaas@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 percentage 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.

e. Grading

For UM School of Social Work Policies, please go to [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures and the policy for grading in special circumstances](#) for more detail. Individual assignment grading can be found in each assignment's rubric. Final course grade will be assigned using the following rules:

Grading Scale:

- 98-100 = A+
- 93-97 = A
- 91-92 = A-
- 90 = B+
- 88-89 = B
- 86-87 = B-
- 86 = C+
- 83-85 = C
- 80-82 = C-
- Below 80 = not passing

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*