



<b>Course title:</b>	Applied Assessment Skills in Integrated Health, Mental Health and Substance Abuse	
<b>Course #/term:</b>	SW 601, Section 006 Winter 2021	
<b>Time and place:</b>	Monday's 2-5pm – ONLINE ONLY	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	Foundation Essential Required or permission of instructor	
<b>Instructor:</b>	Joseph Cafferty, LISW	
<b>Pronouns:</b>	He/Him/His	
<b>Contact info:</b>	<b>Email:</b> cafferjh@umich.edu	<b>Phone:</b> 419-215-7815
	You may expect a response within 24 hours or less	
<b>Office:</b>	Online office hours only	
<b>Office hours:</b>	Monday's after class, and by appointment	

## 1. Course Statement

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### 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) 2
- 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. Curricular themes**

#### *Theme Relation to Multiculturalism and Diversity*

Multiculturalism and Diversity will be concentrated in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics will explore how the differences between worker and client impact and shape these critical dimensions of social work practice.

#### *Theme Relation to Social Justice*

Social Justice and Social Change will be central to the topic of various roles assumed by social workers and in clienthood. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change will be embedded in person in the environment (PIE) ecological assessment, and in the experience of applicants as they enter social agencies. These themes will be

integrated into this course through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.

### *Theme Relation to Behavioral and Social Science Research*

Promotion, Prevention, Treatment, and Rehabilitation will be themes reflected in various purposes and models of contemporary social work practice. In addition, this course will emphasize skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

### **e. Relationship to social work ethics and values**

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination.

## **2. Class Requirements**

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### **a. Text and class materials**

#### **Relevant Text Book**

Jordan, C. & Frankline, C. (eds) (2015). Clinical assessment for social workers: quantitative and qualitative methods (4th ed). Oxford University Press.

**Relevant Webpages.** <https://www.nimh.nih.gov/health/statistics/index.shtml>

**Articles** – available on Canvas

How Readings will be Incorporated:

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.

### b. Class schedule

<b>CLASS</b>	<b>TOPIC</b>	<b>READINGS &amp; ASSIGNMENTS DUE ON THIS DATE</b>
<b>Class 1</b> 1/25	<b>Introduction</b> <b>Setting the stage of Assessment</b>	See Modules for Readings/Materials
<b>Class 2</b> 2/1	<b>Essential Skills</b>	See Modules for Readings/Materials
<b>Class 3</b> 2/8	<b>Assessment Process</b>	See Modules for Readings/Materials <b>Assignment 1: A-2/13</b>
<b>Class 4</b> 2/15	<b>Skill Lab Session 1</b> <b>No Group Meeting</b>	See Modules for Readings/Materials <b>Assignment 1: B-2/15, C-2/16, D-2/17</b>
<b>Class 5</b> 2/22	<b>Social Work assessment with adults 1</b>	See Modules for Readings/Materials <b>Assignment 1: E-2/22</b>
<b>Class 6</b> 3/1	<b>Social Work assessment with adults 2</b>	See Modules for Readings/Materials
<b>Class 7</b> 3/8	<b>Social Work assessment with children 1</b>	See Modules for Readings/Materials
<b>Class 8</b>	<b>Social Work assessment with children 2</b>	See Modules for Readings/Materials

3/15		
<b>Class 9</b> 3/22	<b>Skill Lab Session 2</b> No Group Meeting	See Modules for Readings/Materials <b>Assignment 2: B-3/22, C-3/23, D-3/23</b>
<b>Class 10</b> 3/29	<b>Assessment for Cognitive and Physical Functioning</b>	See Modules for Readings/Materials <b>Assignment 2: E-3/29</b>
<b>Class 11</b> 4/5	<b>Trauma, Violence, Abuse, Neglect and self-harm and suicide</b>	See Modules for Readings/Materials
<b>Class 12</b> 4/12	<b>Assessment for Substance Abuse disorders</b>	See Modules for Readings/Materials
<b>Class 13</b> 4/19	<b>Final Skill Lab Session 3</b> No Group Meeting	See Modules for Readings/Materials <b>Assignment 3 Due 4/24</b>

### c. Assignments

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.

<b>Attendance &amp; Participation</b>	<b>No due date; ongoing.</b>	<b>20 points</b>
<b>Bio-Psycho-Social-Spiritual (BPSS) Assessment #1</b>	<b>5 Parts with various due dates</b>	<b>15 points</b>
<b>Student Competency Demonstration – Screening Tools</b>	<b>5 Parts with various due dates</b>	<b>25 points</b>
<b>BPSS Assessment #2</b>	<b>April 24th</b>	<b>40 points</b>

We will review all assignments during the first week of class. All assignment descriptions and instructions can be found under the Assignments tab on Canvas.

#### **d. Attendance and class participation**

In this class, several experiential exercises and role plays will be used to expand on several of the topics we've learned in class. Attendance in this class is extremely important and active participation in class is expected. Active participation in an online format is defined by having your camera turned on, limiting distractions during lecture, practicing mute discipline and using appropriate tools (hand raising, chat, etc) to let the group know you'd like to speak.

I understand "life happens" when we least expect it, so the following attendance policy will be used. *Students may miss one unexcused class without penalty. Any absences outside of this one exception will require an email prior to class (if possible) citing a reason for the missed class. If you are attending a conference or other school activity, you must let me know prior to the missed class. All work assigned to make up for the missed class must be turned in as instructed by me.*

All assignments must be turned in on time. If you are unable to turn in assignments on time, please contact me immediately by email to create a written record. I will respond with an updated submission deadline with a corresponding schedule of points lost. **If I don't have an email from you requesting additional time – no points will be awarded.**

In this graduate level course at the University of Michigan, everyone in the room will be respectful towards one another by not engaging in distracting or disrespectful activities. While smart phone, tablets and laptops are certainly encouraged to assist with your learning experience – please avoid excessive texting, internet browsing or other inappropriate uses during our classes. Reading newspapers, magazines or articles from another class is also not appropriate. To reduce further distractions in class, I will stop you after class or send you a quick note if I notice any problematic behaviors.

### e. Grading

Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment will be provided in an assignment rubric published on Canvas three weeks prior to the due date.

A+ = 100	B+ = 87-89	C+ = 77-79	D = 66-69
A = 96-99	B = 83-86	C = 73-76	E = less than 66
A - = 90-95	B - = 80-82	C - = 70-72	

Per the MSW student guidebook, letter grades from A through E are given for class performance. Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C– is the lowest grade which carries credit. D grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit. Due to the brief length of time a mini-course meets, partial attendance will likely result in a grade of E.

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### COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community.

Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University’s Face Covering Policy for COVID-19.

Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or

unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

### **Health-Related Class Absences**

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email at [cafferjh@umich.edu](mailto:cafferjh@umich.edu) about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is not required.

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*