



<b>Course title:</b>	Applied Assessment Skills in Integrated Health, Mental Health, and Substance Abuse	
<b>Course #/term:</b>	SW 601 004	
<b>Time and place:</b>	Wednesday 6:00 PM-9:00PM - Online Course	
<b>Credit hours:</b>	3	
<b>Instructor:</b>	Tammie B. Glenn	
<b>Pronouns:</b>	She/Her/Hers	
<b>Contact info:</b>	<b>Email <a href="mailto:tbglenn@umich.edu">tbglenn@umich.edu</a></b>	<b>Cell Phone/Text 810-919-9009</b>
	You may expect a response within 24 hours	
<b>Office:</b>	SSWB	
<b>Office hours:</b>	By Appointment	

## 1. Course Statement

### Course description

This course focuses on a holistic approach in promoting the development and deepening of assessment and screening skills and competencies. Conducting brief, evidence-based and evidence-informed assessments and screenings for common health, mental health, substance use and other behavioral health concerns which impact and/or compromise health and well-being will be the focus of this course. Holistic approaches which are developmentally appropriate across the life span and relevant in a variety of settings will be applied. Grounding of the assessment process in person in environment perspective (PIE), strengths-based approaches, the nature of the client/family and social support systems, cultural, spiritual and religious beliefs and other socio-economic resources that impact health and client well-being will be included.

Examples of screenings and assessments addressed in this course include a focus on mental health problems; adjustment to illness; risky, harmful or dependent use of a variety of substances (e.g. alcohol, illicit drugs, prescription medications, etc.); cognitive impairment; harm to self or others; abuse, neglect, and domestic violence; and behaviors that compromise health among others.

## **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)

## **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.

## **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.

## **Class Requirements**

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### **Text and class materials**

**Required text:** Jordan C. & Franklin C. (2020). *Clinical Assessment for Social Workers: Quantitative and Qualitative Methods*. Oxford University Press, NY, New York.

All other materials will be available through the course Canvas site.

## Class schedule

Date/Time	Agenda	Readings & Assignments
Week 1: 9/1	Setting the stage for assessment	See canvas
Week 2: 9/8	The Assessment Process	
Week 3: 9/15	Essential Skills in Social Work Assessment	
Week 4: 9/22	Skill Lab Session 1	
Week 5: 9/29	Social work assessment with adults 1	
Week 6: 10/6	Social work assessment with adults 2	
Week 7: 10/13	Social work assessment with children 1	
Week 8: 10/20	Social work assessment with children 2	
Week 9: 10/27	Skill Lab Session 2	
Week 10: 11/3	Assessment for cognitive and physical conditions	
Week 11: 11/10	Assessment for trauma, violence, abuse, and neglect; Assessment for self-harm across the life span	
Week 12: 11/17	Assessment for substance use Behaviors/Disorders	
Thanksgiving break: 11/24		
Week 13: 12/1	Final Skill Lab Session 3	
Week 14 12/8	Wrap-Up!	

## 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.

**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 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**

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 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.

<b>Assignment</b>	<b>Due date</b>	<b>Percent of overall grade</b>
Assignment 1	See canvas for detail	15%
Assignment 2	Oct. 30 <sup>th</sup> , 11:59PM EST	25%
Assignment 3	See canvas for detail	40%

a. **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 Wednesday between **6:00 PM- 8:00PM**. Reserve the final hour, from 8:00PM-9:00 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) 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.

**b. 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:

101% - 105% ~ A+	86% - 89% ~ B+	75% - 78% ~ C+
95% - 100% ~ A	82% - 85% ~ B	70% - 74% ~ C
90% - 94% ~ A-	79% - 81% ~ B-	65% - 69% ~ C-*
* A final % lower than 65% is considered F (fail) for this class		

**c. Class Recording and Course Materials**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

#### d. 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.

#### e. 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 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*