



<b>Course title:</b>	Applied Assessment Skills in Integrated Health, Mental Health, and Substance Abuse	
<b>Course #/term:</b>	SW 601 005, Fall 2021	
<b>Time and place:</b>	Wednesday 6:00 – 8:00 PM, EST, online.	
<b>Credit hours:</b>	3	
<b>Instructor:</b>	Anao Zhang, Ph.D., LCSW, ACSW, ACBT	
<b>Pronouns:</b>	He/Him/His	
<b>Contact info:</b>	<b>Email:</b> <a href="mailto:zhangan@umich.edu">zhangan@umich.edu</a>	<b>Phone:</b> 734-647-6787
	You may expect a response within 24 hours, Monday to Friday	
<b>Office:</b>	SSWB 3704	
<b>Office hours:</b>	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:

1. Understanding and application of a holistic approach to health in conducting biopsychosocial 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 mutual constructive feedback is critical to the skill development focus of this class.

### **d. Intensive focus on PODS**

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**

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**a. 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. [you can rent the book through [VitalSource](#) or [Amazon](#).]

Other required educational materials will be available through the course [Canvas Site](#).

**b. Class schedule**

Date/Time	Agenda	Readings & Assignments
Week 1 Sep. 15 <sup>th</sup>	Lesson 1: Setting the stage for social work assessment	See canvas
Week 2 Sep. 22 <sup>nd</sup>	Lesson 2: Essential skills in social work assessment	
Week 3 Sep. 29 <sup>th</sup>	Lesson 3: The assessment process	
Week 4 Oct. 6 <sup>th</sup>	Lesson 4: Skill Lab Session 1	
Week 5 Oct. 13 <sup>th</sup>	Lesson 5: Social work assessment with adults 1	
Week 6 Oct. 20 <sup>th</sup>	Lesson 6: Social work assessment with adults 2	
Week 7 Oct. 27 <sup>th</sup>	Lesson 7: Social work assessment with children 1	
Week 8 Nov. 3 <sup>rd</sup>	Lesson 8: Social work assessment with children 2	
Week 9 Nov. 10 <sup>th</sup>	Lesson 9: Skill Lab Session 2	
Week 10 Nov. 17 <sup>th</sup>	Lesson 10: Assessment for cognitive and physical conditions	
Week 11 Nov. 24 <sup>th</sup>	Lesson 11: Assessment for trauma, violence, abuse, and neglect; Assessment for self-harm across life span	

Date/Time	Agenda	Readings & Assignments
Week 12 Dec. 1 <sup>st</sup>	Lesson 12: Assessment for substance use behaviors/disorders	
Week 13 Dec. 8 <sup>th</sup>	Lesson 13: Final Skill Lab Session 3	
Week 14 Dec. 15 <sup>th</sup>	Semester wrap up and student work week	

### 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.

#### **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 the 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.

Assignment	Due date	% overall grade
Classroom discussion and interaction with others	*(TBD in class)	± 3%
<b>Participation</b>	Ongoing (see below)	<b>30%</b>
Perusall Annotation (2)	Perusall annotations are to be completed within the Perusall platform for each assigned module. Your grade for each one will be reflected on Canvas.	10%
Group Journal Club (5)	Group collaboration activities via Canvas Groups, where students engage in dialogue in written, recorded, meeting, or presentation format (according to group’s preferences). Submissions will be uploaded to Canvas in the Assignments section.	10%
Reflection Journal (3)	Reflection Journals are to be submitted on Canvas in the Assignments section.	10%
<b>Assignment 1: Bio-Psycho-Social-Spiritual (BPSS) assessment 1</b>	Complete and submit to Canvas by 11:59 p.m. ET Module 4.	15%
<b>Assignment 2: Clinical Assessment Interview Critique</b>	Complete and submit Assignment #2 to Canvas by 11:59 p.m. E T Module 9.	20%
<b>Assignment 3: BPSS assessment simulation 2</b>	Complete and submit Assignment #3 to Canvas by 11:59 p.m. ET Module 11.	25%
<b>Mini Quiz (4)</b>	Mini quizzes based on Zoom sessions, course readings, and videos. Modules 2, 5, 8, 11	10%

**d. Attendance and class participation**

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.

Missing 2 to 3 synchronous sessions without informing or providing explanations to the instructor (before or after the session) will negatively impact your scores in classroom discussion and interaction with others. Missing 4 or more synchronous sessions without informing or providing explanations to the instructor (before or after the session) may result in failing the course.

**e. Grading**

100% ~ 103% ~ A+	86% ~ 89.99% ~ B+	75% ~ 78.99% ~ C+
95% ~ 99.99% ~ A	82% ~ 95.99% ~ B	70% ~ 74.99% ~ C
90% ~ 94.99% ~ A-	79% ~ 81.99% ~ B-	65% ~ 69.99% ~ C-*
* A final % lower than 65% is considered F (fail) for this class		

**f. 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.

**g. 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and

those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). 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.

#### **h. 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.

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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*