



Course title:	Applied Assessment Skills in Integrated Health, Mental Health and Substance Abuse
Course #/term:	SW601 Section 004
Time and place:	Tuesday 9 - 12noon This course meets online on Zoom
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 48 hours - please write "urgent" in the subject line if your matter is urgent, or you may call or text me between 8am and 10pm if your matter is urgent.
Office:	2740 - Office hours are online this semester, or by phone
Office hours:	Online on Zoom or by phone - before or after class or by appointment. I will log on at least 15 minutes early every week for drop in office hours as well as offering scheduled appointments as needed.

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 preclass 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 Cathleen 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.

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: multimedia, handouts, web pages 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 socioeconomic resources that impact on health and delivery of care (EPAS 1,2,3,7).</p>		<p>http://www.healthmeasures.net/exploremeasurement-systems/promis/introto-promis</p> <p>https://www.socialworkers.org/About/Ethics/Code-of-Ethics</p>	
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3	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	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,)			
4	Consolidation and Demonstration Skills Session Skill assessment, evaluation, feedback LAB DAY NO CLASS	Demonstrate competencies of BPSS assessment with consideration of core rapport and interviewing skills EPAS 1,2,6,7	Demonstrate role play of a BPSS assessment		Student competency demonstration assignment: students showing skills by both presenting role plays and by identifying and providing feedback regarding assessment skills EPAS 1,2,4,6,7

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.integrations.samhsa.gov/clinicalpractice/trauma https:// www.integrations.samhsa.gov/clinicalpractice/intimatepartnerviolence	

12	Self-harm Suicide Across the life span	SAFE-T	Demonstrate :Suicide assessment and risk rating	https:// www.integrati on.samhsa.go v/clinicalpractice/ suicidepreventionupdate	
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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.integrati on.samhsa.go v/clinicalpractice/ screeningtools#drugs</p> <p>National Reg. of EB Programs and Practices www.nrepp.sa msha.gov Substance Abuse for LGBTQ Individuals http:// www.cdc.gov/ msmhealth/ substanceabuse.htm http:// store.samhsa.g ov/shin/content/ SMA124104/ SMA12- 4104.pdf Health Effects of Sub. Use www.drugabus e.gov/ consequences</p> <p>http:// www.ncaddnj.or g/file.axd? file=2014%2F7 %2FProvider+ Guide+- +CRAFFT+Scr eening+Tool.pd f</p> <p>SBIRT with older adults https:// www.youtube. com/watch? v=Xli_ImmFaf</p>	<ol style="list-style-type: none"> 1. Identify commonly used valid 2. substance use and abuse screening tools across the life span 2. Articulate strengths and 3. limitations of screening tools with application to diverse populations and cultures 3. Demonstrate 4. ability to administer Substance 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.

Initial Assignment:

5 points

This short assignment will help me to get to know you better as we start class this year. This will consist of a 1–2-page essay in which you will introduce yourself to me. The essay will cover the following:

Identifying information including pronouns as well as positionality. Positionality is the social and political context that **creates your identity in terms of race**, class, gender, sexuality, and ability status. Positionality also describes how your identity influences, and potentially biases, your understanding of and outlook on the world.

Your professional or career goals in SW - what type of work do you envision doing?
What population/s are you interested in working with? Why you chose SW and the MSW program to support your educational and career goals

Do you have a field placement currently? Where is your placement and is it remote or in person?

What you hope to learn in this class - anything you are especially excited to learn about in this course? How do you think this course will build on courses you have completed thus far in the program.

What learning style best suits you...

Any barriers to participating fully in this class?

Where are you living during this semester?

Anything else you would like to share...

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

20 points

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 recorded simulation on Zoom as a clinician interviewing one of your classmates (**week 4 skill lab**) and write a BPSS assessment about the client that you interviewed. This video should be 25 - 35 minutes but you must highlight a 10 minute for the instructor to focus on for the grading and supportive feedback. You will also have the opportunity to hear from your “client” after your assessment interview and to reflect on the interview/simulation. **This reaction from your simulated clients will also be recorded on Zoom and submitted as part of this assignment.**

Clinical Assignment 2: Clinical Assessment Interview Critique

20 points

The purpose of this assignment is for you to: (1) observe and evaluate important clinical assessment and interviewing techniques and (2) demonstrate your knowledge, skill, and ability to critically reflect upon and evaluate clinical interviews.

In this assignment, you will watch, take note and reflect on a teaching video that is comprised of five sections of content covering various clinical interviewing techniques, skills, and principles. Each section begins with Drs. John and Rita Sommers-Flanagan introducing important concepts and skills related to clinical interviewing. The video also includes 8 demonstration clips of the techniques and skills taught in the sections. You can access the teaching video here: [“Clinical Interviewing: Intake, Assessment & Therapeutic Alliance \(Links to an external site.\)”](#).

After each of the five sections, you will:

1. Watch the teaching content and note the techniques, skills, and principles.
2. Watch the clinical demonstration clips and the two professors’ discussion about these clips.

3. Complete the page of the [ASSIGNMENT TWO WORKSHEET](#) [Download ASSIGNMENT TWO WORKSHEET](#) that corresponds with each section of the video.

Submission Format. Complete the 6-page [ASSIGNMENT TWO WORKSHEET](#) [Download ASSIGNMENT TWO WORKSHEET](#) and upload it to Canvas. Note that there will be no virtual synchronous class that week so that you can use this time to complete this assignment.

Clinical Assignment 3: BPSS assessment simulation

40 points

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 recored Zoom simulation as a clinician interviewing one of your classmates - a different classmate than Assignment 1 (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. Your Zoom interview recording should be 25 - 30 minutes with 5 - 10 minutes highlighted for the instructor to focus for supportive feedback and grading. The feedback interview should be recored on Zoom and turned in as well.

Please record in Zoom on the gallery setting where both persons can be viewed simultaneously.

Participation and Engagement

15 percent of grade 15 points

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
- d. Participation will be tracked - both verbal and nonverbal in Chat to accommodate and make space for all learning styles
- e. Each student will have an assessment case consultation they are responsible to share with the class and facilitate one time per semester. There will be a sign up

sheet for this. This will case consultation will account for 5 of the 15 participation points. More information on this will be shared in the first weeks of class.

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 - 2.0 hours with a 10 to 15 minute break.

Student Camera On Expectation. 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. If you are unable to run your camera please email me before class or private message me in Chat to advise of the circumstances which prevent using your camera.

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 1.5 - 2.0 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 or 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 (2 points) 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. Attendance will be monitored in several ways, by Zoom reports, signing in on Chat, and by your active participation.**

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. You are required to attend all Zoom classes with camera on 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 details.

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.]

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.

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.

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*