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 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, comorbidities 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:


All additional reading materials for the course will be made available in the associated module within the Canvas site. To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all assigned readings and module activities prior to class each week. Required reading assignments will be integrated into class sessions in lectures and discussions. Additional resources and helpful tools will also be shared on the Canvas site throughout the semester.
b. **Class Schedule:**

Below is a schedule of the course including weekly topics, required readings, and assignments. All materials that are expected to be read, viewed, or completed prior to class will be included within the Canvas Module for that specified week of class. Please note that additional content is included within the modules on our course canvas site for completion.

Any other changes to the course schedule will occur at least a week in advance (when circumstances permit) and will be shared over email and posted onto Canvas.

<table>
<thead>
<tr>
<th>Date &amp; Topic</th>
<th>Readings &amp; Assignments</th>
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| **Week 1: January 11 th**  
- Introductions  
- Syllabus Review  
- Setting the Stage for Assessment | No assigned readings.  
Please review the course syllabus prior to the class.  
Watch: “Assessment Process” Video, located in Module 1. |
| **Week 2: January 18 th**  
| **Week 3: January 25 th**  
| **Week 4: February 1 st**  
- Skill Lab Session 1 | No assigned readings. Class meeting will be utilized to provide time for the completion of Assignment #1.  
*Assignment #1 (Part 1-Client Profile & BPS) due by 2/1 at 9:00am*  
*Assignment #1 (Part 2- Recording & BPS) due by 2/4 at 11:59pm* |
| Week 5: February 8th  
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<tbody>
<tr>
<td>Assignment #1 (Part 3-Reflection Paper) due by 2/11 at 11:59pm.</td>
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| Week 6: February 15th  
| Week 7: February 22nd  
| March 1st – University Spring Break – No Class | |
| Week 8: March 8th  
| Week 9: March 15th  
- Skill Lab Session 2 | No assigned readings. Class meeting will be utilized to provide time for the completion of Assignment #2.  
**Assignment #2 due by 3/15 at 11:59pm.** |
|---|---|
| Week 10: March 22nd  
| Week 11: March 29th  
- Assessment of Trauma, Violence, Abuse, and Neglect | Jordan & Franklin (2020), Chapter 8.  
| Week 12: April 5th  
- Assessment of Self-Harm and Suicide | Jordan & Franklin (2020), Chapter 10.  
| Week 13: April 12th  
Watch- *SBIRT Assessment Videos* (Links available on Canvas) |
c. **Assignments:**

Students are expected to complete all assigned course content prior to the appropriate class date and to use them as the basis for informed participation in class meetings. It is expected that students will complete and submit their work promptly on Canvas by the due date of each assignment. Late submission of assignments may result in a reduction in grade.

There are three graded assignments in the course, as well as a grade given for course engagement. **Additional details regarding each assignment including instructions, examples, and a grading rubric will be provided during the course.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Course Grade</th>
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| Assignment #1: BioPsychoSocial Assessment | Part 1: February 1st by 9:00am  
Part 2: February 4th by 11:59pm  
Part 3: February 11th by 11:59pm | 30% |
| Assignment #2: Clinical Interviewing: Watch, Take Note, and Reflect | March 15th by 11:59pm | 20% |
| Assignment #3: BioPsychoSocial Assessment | Part 1: April 19th by 9:00am  
Part 2: April 22nd by 11:59pm  
Part 3: April 22nd by 11:59pm | 30% |
| Class Engagement  
--Class Attendance  
--Participation in Discussion  
--Pre-Class Assignments  
--In-Class Assignments | Ongoing Throughout the Course | 20% |

d. **Attendance and Class Participation:**

Attendance at all class sessions is required. Participation in the class, including taking part in group activities, providing feedback, asking questions, and contributing to class discussions will be monitored throughout the course so that class engagement can be evaluated for grading purposes.
If personal or professional circumstances require your absence from class, please promptly inform your instructor via email. It is the responsibility of the student to ensure that any missed content is reviewed. Students may review the Policy on Class Attendance found in the MSW Student Guide.

e. Grading:

Final grades are based on 100 percentage points. Letter grades are assigned to point totals, based upon the following schedule:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>Above 100</td>
</tr>
<tr>
<td>B+</td>
<td>94 to 100</td>
</tr>
<tr>
<td>C+</td>
<td>91 to 93</td>
</tr>
<tr>
<td>D+</td>
<td>81 to 83</td>
</tr>
<tr>
<td>B</td>
<td>84 to 87</td>
</tr>
<tr>
<td>C</td>
<td>74 to 77</td>
</tr>
<tr>
<td>D</td>
<td>64 to 67</td>
</tr>
<tr>
<td>E</td>
<td>63 and Below</td>
</tr>
</tbody>
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Assignments that are submitted beyond the due date are subject to a 10% loss of credit, unless otherwise determined. For additional information, students may review the MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.

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. Additional information on class recordings can be found in the Recording and Privacy Concerns FAQ.

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.

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