



Course title:	Applied Assessment Skills in Integrated Health, Mental Health, and Substance Abuse
Course #/term:	SW 601 Section 801 Fall 2022
Time and place:	Wednesdays 6p – 8p EST <i>Online</i>
Credit hours:	3
Instructor:	Daphne M. Brydon, PhD, LMSW
Pronouns:	She/Her(s)/They
Contact info:	Email: dmbrydon@umich.edu Phone: 734-272-5634 (call/text) <ul style="list-style-type: none">• <i>Please include “SW 601” in the subject line of emails</i>• <i>Allow 24-48 hours for a response.</i>• <i>Weekend correspondence (after 2p on Fridays) will be returned on Mondays</i>
Office hours:	By appointment (via Zoom or phone)

1. Course Statement

a. 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.

b. Course objectives and competencies

Upon completion of this course, students will be able to:

- 1) Apply a holistic approach to health in conducting bio psychosocial spiritual assessments (EPAS 2,3,7)
- 2) Evaluate the signs, symptoms and treatments clients may receive for the most common health conditions, health crises, and comorbidity (EPAS 7 ,8)
- 3) Utilize established classification criteria, recognize and identify, the most common mental health and substance use conditions (EPAS 7)
- 4) Conduct brief, evidence-based, and developmentally appropriate screens for risky, harmful, or dependent use of substances (EPAS 4, 7)
- 5) Analyze brief, evidence-based, and developmentally appropriate screens for cognitive impairment (EPAS 3, 7)
- 6) Conduct brief screens for risk related to self-harm, harm to others, impairments in functional self-care, and environmental safety (EPAS 3,7)
- 7) Identify/Classify signs of abuse, neglect, domestic violence and other trauma in individuals across the lifespan (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.

Practice Teams. Students will be placed in groups of three (3) or four (4) by Session 2. These groups will meet during class time each week to practice the skills/tools from this course. The instructor will be available to connect with Practice Teams during synchronous class sessions to provide ongoing observation, feedback, discussion, and consultation.

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 Texts

Jordan, C. & Franklin, C. (eds) (2021). *Clinical assessment for social workers: quantitative and qualitative methods* (5th ed). Oxford University Press.

[Note: This book is available electronically through the [UM Library for free](#) OR you can rent this textbook from [VitalSource](#) for about ½ it's purchase price, if that is preferable to you]

National Association of Social Workers (NASW). (2021). [NASW Code of Ethics](#). National Association of Social Workers: Washington, D.C

Additional Course Materials

Additional materials are housed on the University's web-based course management platform, "Canvas." Session materials will be available at least one week in advance, organized in the "MODULES" tab by class date. You are expected to engage all requisite course material (aka: "Pre-Session Content") prior to class each week.

Canvas Log In: <https://canvas.umich.edu>

b. Class schedule | Fall 2022 (may change based on needs of the semester/course)

Session & Date	Topic for Class Session	Requisite Prep for Class Session
Module 1 8/31	Introductions & Course Overview <ul style="list-style-type: none"> Setting the Stage for Assessment 	<ul style="list-style-type: none"> Bring you + a ready attitude Review syllabus & Canvas M1 Pre-session Content
Module 2 9/7	Essential Skills for Assessment <ul style="list-style-type: none"> Use of Self & Establishing rapport 	<ul style="list-style-type: none"> M2 Pre-session Content SLO #1
Module 3 9/14	Assessment Process <ul style="list-style-type: none"> Qualitative + Quantitative Processes 	<ul style="list-style-type: none"> M3 Pre-session Content Client Profile due 9/13 @ 9p
Module 4 9/21	Lab Day: Consolidation & Demonstration of Skills <ul style="list-style-type: none"> Synchro time dedicated to completion of BPSS1 	<ul style="list-style-type: none"> M4 Pre-session Content SLO #2
Module 5 9/28	Assessment Integrate DSM Criteria—Adults <ul style="list-style-type: none"> Demonstrate & Practice: M.I.N.I. 7.0 	<ul style="list-style-type: none"> M5 Pre-session Content BPSS 1 due 9/27 @ 9p
Module 6 10/5	Assessment Integrate DSM Criteria—Adults <ul style="list-style-type: none"> Demonstrate & Practice: GAD-7, PHQ-9, MDQ 	<ul style="list-style-type: none"> M6 Pre-session Content SLO #3
Module 7 10/12	Assessment Integrate DSM Criteria—Children <ul style="list-style-type: none"> Demonstrate & Practice: SDQ, PSC-17, NICHQ 	<ul style="list-style-type: none"> M7 Pre-session Content SLO #4
10/19	NO CLASS THIS WEEK —FALL BREAK—	
Module 8 10/26	Assessment Cognitive & Physical Functioning <ul style="list-style-type: none"> Demonstrate & Practice: MoCA + PROMIS + Rx Adherence 	<ul style="list-style-type: none"> M8 Pre-session Content SLO #5
Module 9 11/2	Assessment Self-harm and Suicide <ul style="list-style-type: none"> Demonstrate & Practice: ASQ (youth), C-SSRS (adult), Self-harm 	<ul style="list-style-type: none"> M9 Pre-session Content Critique due 11/1 @ 9p
Module 10 11/9	Assessment Trauma, Violence, Abuse & Neglect <ul style="list-style-type: none"> Demonstrate & Practice: Petition, IPV, Trauma 	<ul style="list-style-type: none"> M10 Pre-session Content SLO #6
Module 11 11/16	Assessment Substance Use <ul style="list-style-type: none"> Demonstrate & Practice: AUDIT, DAST-10, CRAFFT (youth) 	<ul style="list-style-type: none"> M11 Pre-session Content
11/23	NO CLASS THIS WEEK —THANKSGIVING BREAK—	
Module 12 11/30	Lab Day: Consolidation & Demonstration of Skills <ul style="list-style-type: none"> Synchro time dedicated to completion of BPSS2 	<ul style="list-style-type: none"> M12 Pre-session Content SLO #7
Module 13 12/7	Bringing it all Together & Saying Goodbye	<ul style="list-style-type: none"> M13 Pre-Session Content SLO #8 BPSS 2 due 12/13 @ 9p

Expectations for student time. This is a 3-credit graduate course offered online during Fall 2022, which means you are expected to spend a total of 112.5 hours on this course throughout the 13 instructional weeks (i.e., 8-9 hrs/week). For a frame of reference, our synchro class time totals 26 hours, which means you will be expected to spend another 86.5 hours on this class—outside of our weekly meeting time. For more information, you can check out the UM Center for Academic Innovation at <https://ai.umich.edu/>.

c. Assignments

Assignment	Due date	% of overall grade
MINOR ASSIGNMENTS	VARIED—see below	25%
<ul style="list-style-type: none"> Client Profile + Referral Form 	September 13 @ 9p	
<ul style="list-style-type: none"> Assessment Tool Demonstration (+Reflection) 	Varied (9/28-11/16)	
<ul style="list-style-type: none"> Student-Centered Learning Opportunities (SLOs) 	Tuesdays @ 9p	
MAJOR ASSIGNMENTS	VARIED—see below	60%
1 Bio-psycho-social-spiritual (BPSS) Assessment 1 <ul style="list-style-type: none"> Partnered recording, individual write-up 	September 27 @ 9p Submit in Canvas	(20)
2 Clinical Assessment Interview Critique <ul style="list-style-type: none"> Individual/Group assignment, individual write-up 	November 1 @ 9p Submit in Canvas	(15)
3 Bio-psycho-social-spiritual (BPSS) Assessment 2 <ul style="list-style-type: none"> Partnered recording, individual write-up 	December 13 @ 9p Submit in Canvas	(25)
ATTENDANCE & PARTICIPATION	ONGOING	15%
<ul style="list-style-type: none"> Overall Engagement & Rapport in Course 	December 6 @ 9p	

This is a clinical skills (methods) course in which you will learn how to conduct social work assessments with clients from different backgrounds, who experience a variety of psychosocial challenges (and strengths). The assignments are designed to support your learning, practice, reflection, and improvement related to clinical assessment skills. A summary of each assignment is outlined on the following page (p. 6).

Full assignment guidelines—including due dates—will be posted to Canvas, organized by assignment within the “ASSIGNMENTS” tab of the navigation toolbar. The instructor

will offer weekly opportunities for students to ask questions about the assignments to clarify expectations and ensure student understanding.

Client Profile + Referral Form Summary. This assignment provides an opportunity to create a client/character profile that you will use for the role plays and practice opportunities specific to this course.

Assessment Tool Demonstration Summary. Each student will be asked to demonstrate the facilitation (with a colleague from class) of one of the assessment tools we engage in this course. Tools are noted on the Class Schedule on p. 4. You will be asked to complete a brief reflection on your learning from this assignment within one week of your in-class demonstration.

***Bio-psycho-social-spiritual (BPSS) Assessment 1 Summary.** This is a partnered assignment. With a classroom colleague, you will (each) record a 30-minute BPSS assessment interview, followed by a recorded debrief/dialogue with your colleague, and a written assessment summary. Class time will be dedicated during M4 (September 21) for completing the recording portion of this assignment.

***Clinical Assessment Interview Critique Summary.** In this assignment, you are asked to evaluate and comment on a clinical interview done by outside clinicians. This assignment allows you to step into an evaluator role—to approach the clinical assessment from a different perspective. The assignment also provides an opportunity for you to integrate the learning you acquire from this course. You can choose to review the interview individually OR review/discuss in a small group; however, each student will be asked to submit an individual write-up.

***Bio-psycho-social-spiritual (BPSS) Assessment 2 Summary.** This is a partnered assignment designed for you to demonstrate your application and integrative skills related to learning acquired in this course. You will be partnered with a classroom colleague to record a 45- to 50-minute BPSS assessment interview (with increased complexity), followed by a recorded debrief/dialogue, and a written assessment summary and reflection. Class time will be dedicated during M12 (November 30) for completing the recording portion of this assignment. Partner assignments will be made by M11 (November 16), and you will have a chance to connect with your role play partner during class on that date.

Student-centered Learning Opportunities (SLOs) Summary. SLOs are regular touchpoints designed to provide opportunities to practice a technical skill related to clinical work, critically reflect on and integrate course material, and individually engage with instructor related to your learning.

Overall Engagement & Rapport in Course Summary. This is an assessment of your overall engagement in the course and rapport with classroom colleagues. There will be up to four (4) “mini quizzes” throughout the course to provide touchpoints for the instructor to assess your understanding of the course material. We will complete these together during the synchronous class sessions and you will receive specific credit for your attendance on those days. A make-up option will be available for students who are not present for a quiz. Evaluation criteria for this portion of your course grade can be found on page 8 of the syllabus.

d. Attendance and class participation

Attendance and participation reflect the basic elements of any social work relationship – to show up **and** remain present, even at a distance. Therefore, your attendance and active, focused participation is a requirement of this course.

The best practice (as we know it now) for teaching online is a combination of synchronous and asynchronous class time. **Synchronous** is when you engage course content during a formal meeting time. **Asynchronous** is when you engage content from the course (e.g., pre-recorded lectures, discussions, readings, videos) outside of the formal meeting time.

This course will have a REQUIRED synchronous meeting time each week on Wednesdays (6p – 8p ET). Each session will include one break of approximately 5-10 minutes. Synchronous sessions will be recorded and posted by the weekend following our class session in the “M# | Live Zoom Session” page in the MODULES section of our Canvas container.

“On camera” expectation for students. It is expected that you will keep your camera turned on during each synchronous session. It represents the “show up and remain present” element of social work practice and helps develop a sense of belonging and connection within our learning community. If this will be a challenge for you, please communicate your situation individually with me ahead of class time and exceptions to this expectation can be granted on a case-by-case basis.

Student Absences. If you need to miss a class, in part or in total, you are required to notify the instructor via email (dmbrydon@umich.edu) or phone/text (734-272-5634) **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 upcoming session) will result in an automatic deduction of (up to 3) 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 of (up to 3) points per missed class session toward your final grade. Additionally, chronic and/or significant tardiness will count toward an absence.

Students will have access to synchronous session recordings for any missed class sessions, as appropriate, and will be welcome to complete any corresponding SLOs. The instructor will not offer any “make-up” opportunities for students who are absent from class, except for mini quiz days. **Exceptions to this student absence policy** will only be granted on a case-by-case basis at the discretion of the instructor.

Evaluation of Overall Engagement & Rapport in Course. I will use the following rubric/guide to determine this portion of your grade, in accordance with the [Policy on Class Attendance](#) found in the MSW Student Guide:

Overall Engagement and Rapport in Course Grading Criteria		
30 points	Consistently & Regularly	No absences and arrive on time for class. Consistently demonstrate you have read/engaged the assigned material. Engage only in class activities while in the synchronous session. Actively attend to lectures/discussions and make helpful, relevant contributions to class discussions. Actively participate in Practice Team and challenge/encourage yourself and others to think about material in new ways. Use inclusive language and respect other students' identities. In attendance for all mini quizzes.
25-29 points	Often & Generally	Attend class regularly and arrive on time. Often demonstrate you have read/engaged the assigned material. Engage only in class activities while in the synchronous session most times. Often attentive to lectures/discussions and generally make helpful, relevant contributions to class discussions. Often participate in Practice Team discussions. Use inclusive language and respect other students' identities most times. In attendance for most mini quizzes and completed all make-up options.
15-24 points	Occasionally & Sometimes	Occasionally absent from class and/or frequently tardy. Demonstrate occasional engagement w/ the assigned material. Engage in occasional activities not relevant to course requirements/content. Occasionally attentive to lectures/discussions with occasional contribution to class discussions. Sometimes participate in Practice Team discussions. Use harmful language at times in class and sometimes do not respect other students' identities. In attendance for some mini quizzes and completed most make-up options.
0-14 points	Rarely & Irregularly	Irregularly attend class and/or are often tardy. Unable to attend to lectures and discussions and do not demonstrate engagement with assigned material. Regularly engage in activities not relevant to course requirements/content. Rarely contribute to small group discussions and direct disrespectful verbal and/or non-verbal behaviors toward others in the classroom. Not in attendance for most quizzes and did not complete make-up options.

In sum, full credit for Overall Engagement & Rapport is achieved by students who:

- Attend every synchronous class and arrive on time
- Are attentive and present + responsive to and inclusive of others
- Engage in practice that is critical, curious, reflective, collaborative, culturally responsive, and demonstrates social work values
- Regularly contribute to discussion and demonstrate depth of engagement with course material

I recognize levels of engagement and rapport may vary based on comfort, other life events, interest in topics of discussion, and considerations inherent to remote learning. The dynamic mirrors one you will experience throughout your social work practice; I encourage you to be proactive in recognizing these moments for yourself and take action, as appropriate.

I will do my best to honor each student's participation level in the course. Please communicate any difficulty you are experiencing related to course content or managing your student life balance and I will do my best to help resolve the matter or identify appropriate support services if requested.

e. Grading

Letter grades ranging from "A" to "E" are earned, with "+" or "-" distinguishing the degree of performance as follows:

A+ = 100%	B+ = 86 - 89.99%	C+ = 77 - 79.99%	D = 66 - 69%
A = 95 - 99.99%	B = 83 - 85.99%	C = 73 - 76.99%	E = < 66
A- = 90 - 94.99%	B- = 80 - 81.99%	C- = 70 - 72.99%	

***Please note: A grade of **B** indicates mastery of the subject content at a level of expected competency for graduate study. A B grade indicates the work has met the expectations of an assignment for graduate student performance. A grade in the **A** range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding, or excellent degree. A **C** grade range indicates minimal understanding of subject content and significant areas need improvement.*

For all assignments, you will be graded on:

- Meeting assignment parameters
 - *We will review parameters for each assignment ahead of time*
- Quality of writing and presentation skills: clarity of thought, organization, and flow
- Quality of critical reflection and integration
 - *Effort/ability to self-reflect, think critically, & integrate learning*
 - *Demonstration of social work values*
 - *For example: PODS, empathy, strengths-based thinking*
- Ability to discern which aspects of use of self would be important in assessment

Both content and format will be considered in assigning grades. Failure to follow APA guidelines for in-text citations will result in a lower grade.

Writing skills. Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this class you are asked to demonstrate proper grammar, spelling, and general rules of the *American Psychological*

Association Publication Manual (7th edition), especially for citations. You are not required to purchase the manual; however, I do encourage you to access it and other online writing resources such as (but not limited to):

- <http://apastyle.apa.org/>
- <http://grammar.ccc.commnet.edu/grammar/>
- <https://owl.english.purdue.edu/owl/resource/560/01/>)

Note: Student papers are not required to have a cover/title page and/or running head for this course. **I encourage you to use the Sweetland Writing Center if you require writing assistance.**

Plagiarism. Don't do it. Representing someone else's words, statements, ideas of works as one's own—without proper acknowledgement or citation—is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School's policies on academic conduct: <http://archive.ssw.umich.edu/studentGuide/2012/page.html?section=12&volume=1>

Another helpful resource: <http://www.lib.umich.edu/academic-integrity/resources-students>. Please note that using web resources increases your risk of “accidental plagiarism.” Do not let that happen to you.

Incompletes. Are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an “I” grade *is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of the course work approved by the instructor.* The student must formally request an incomplete from the instructor prior to the final week of classes.

f. Class Recording(s) and Course Materials

Individual students' audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Taking screenshots during formal and informal synchronous class time is also prohibited. 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. **Of note, the instructor for this course will record some (or all) of each class session (see Section 2d of the syllabus, pp 7-8).**

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. 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. Applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#).

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.

Use of names and pronouns. All students will be referred to by the names and pronouns they use (e.g., they, ze, she, he). If you have a name or pronouns that differs from what appears on the roster, please let me know before the 2nd class session so we can use your correct name and/or pronouns.

Learning needs and accommodations. If you need or desire an accommodation for a disability, please let me know as soon as possible. Some aspects of this course (the assignments, the in-class activities, and the way the course is usually taught) may be modified to facilitate your participation and progress throughout the terms. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. Any information you provide is private and confidential and will be treated as such.

For information and resources, please contact the Services for Students with Disabilities Office:

Location: G664 Haven Hall

Phone: (734) 763-3000 / TDD: (734) 615-4461 / VP: (734) 619-6661

Email: ssdoffice@umich.edu

Health and wellness services. Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services and Enrollment Management offers health and wellness services that are directed to the MSW student body. Feel free to contact their office by email ssw.wellness@umich.edu regarding any health, mental health, or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf.

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

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, teaching evaluations, religious and spiritual observances, military deployment*

3. Additional Course Information

Professor Brydon's notes on the classroom environment. Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. **Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background, and assumptions regarding all forms of diversity in social work practice.** There will be a variety of ways you can do this—through critical reflection, assignments, and active participation in class discussions and activities. My hope is to co-create a class environment where we each feel safe enough to take some risks—in sharing who we are, as well as the questions we are grappling with related to the course content. This is a significant part of why I stress the importance of participation and attendance.

I invite you to adopt a non-defensive and curious stance when you hear varying opinions and feedback during our discussions and activities. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field. This is an important and necessary part of the learning process; please ***honor the process – for yourself and for your colleagues***. Let us strive to be honest, sensitive, and respectful with one another in this course, in preparation for quality social work practice.

Professor Brydon's notes on feedback (adapted from Professor Julie Ribaud). I try to provide clear, thoughtful feedback in your SLOs and assignments—designed to help you to deepen your awareness of self in the process of working with others (strengths and challenges), as well as themes that arise in your practice, writing, and critical reflection. Know that my goal is to support your development towards being a practitioner I'd like to work alongside and/or refer to others. ***If I write or say something that confuses you or leaves you feeling a kind of way, please make an appointment so we can discuss it.*** Likewise, if I write or say something that helps you deepen your understanding of course content (or yourself), I love to know that too!