

# SWK-S 517 Assessment in Mental Health & Addictions for Individuals and Families across the Lifespan (3 cr.)

## Course Information

**Semester Year:** XXXXX  
**Section Number:** XXXXX  
**Location:** XXXXX  
**Day:** XXXXX  
**Time:** XXXXX

**Instructor:** XXXXX XXXXXXXXXXXX  
**Office:** XXXX  
**Email:** XXXX  
**Phone:** xxxxx  
**Office Hours:** xxxxxxxxxxxx

## Course Description

Recognizing the social, political, legal, and ethical implications of assessment, students enrolled in this course critically examine various conceptual frameworks and apply bio-psychosocial and strengths perspectives to understand its multidimensional aspects of human development. Students learn to conduct sophisticated mental status and lethality risk interviews, engage in strengths and assets discovery, assess for drugs of abuse, understand types of psychotropic medications, their uses, and related side effects, and apply the Diagnostic and Statistical Manual of the American Psychiatric Association and other classification schemes in formulating assessment hypotheses. They gain an understanding of the application of several relevant assessment instruments and learn to evaluate their relevance for service to at-risk populations, including persons affected by mental health issues, substance use disorders, and other behavioral addictions across the lifespan. Students learn to collaborate with a diverse range of consumers and other professionals in developing meaningful assessments upon which to plan goals, intervention strategies, and means for evaluation.

## Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

### Primary

- **Competency 6: Engage with individuals and families in Clinical and Community Practice**  
Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients, including individuals and families (CSWE, 2015, EPAS, p. 8).
- **Competency 7: Assess Individuals and Families in Clinical and Community Practice**
  - Engage in biopsychosocial and multidimensional perspectives
  - Apply assessment paradigms, instruments, and procedures for collaborative service delivery to persons affected by mental health issues, substance use disorders, and other behavioral addictions
  - Identify inherent strengths, assets, and resources within individuals and families

- Critically analyze the differential effects and implications of various conceptual assessment perspectives and processes for persons affected by mental health issues, substance use disorders, and other behavioral addictions

## Secondary

- Competency 2: Engage Diversity and Difference in Clinical and Community Practice

## Course Objectives

- S517-01:** Engage in biopsychosocial and multidimensional perspectives in applying selected assessment paradigms (e.g., DSM, PIE, and strengths-discovery), instruments, and procedures for collaborative service delivery to persons affected by mental health issues, substance use disorders, and other behavioral addictions.
- S517-02:** Recognize and discover inherent strengths, assets, and resources within individuals, families, communities affected by mental health issues, substance use disorders, and other behavioral addictions.
- S517-03:** Applying human development science to mental health assessment.
- S517-04:** Critically analyze the differential effects and implications of various conceptual assessment perspectives and processes for persons affected by mental health issues, substance use disorders, and other behavioral addictions, and apply critical thinking skills throughout all phases and aspects of the assessment process.
- S517-05:** Convey cultural competence in considering, selecting, and implementing assessment processes, outcomes, and procedures without discrimination and with respect, knowledge, and skill related to diverse backgrounds including people distinguished by age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- S517-06:** Recognize and analyze the legal and ethical implications of assessment processes and procedures, and information management within the context of service delivery to persons affected by mental health issues, substance use disorders, and other behavioral addictions.
- S517-07:** Prepare professional quality, written assessment summaries for the purpose of serving persons affected by mental health issues, substance use disorders, and other behavioral addictions.

## Required Texts

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders, Fifth Edition (DSM-5™)*. American Psychiatric Publishing Incorporated.

## Recommended Texts

The recommended texts below will help you with your writing assignments, and help deepen your understanding of assessment and diagnosis in the context of social work practice. All assignments will be in APA style. Additionally, you will be graded on grammar.

American Psychological Association. (2010). *Publication manual of the American Psychological Association Sixth Edition*. American Psychological Association, Washington DC.

Strunk, W. & White, E. (1999). *Elements of Style, Fourth Edition*. New York: Pearson/Longman

Corcoran, J., & Walsh, J. (2016). *Clinical assessment and diagnosis in social work practice*. (3<sup>rd</sup> Ed.). New York, Oxford Press. ISBN: 978-0190211011

Gray, S. & Zide, M. (2016). *Psychopathology: A competency-based assessment model for social workers*. (4<sup>th</sup> Ed.). New York: Centage Learning. ISBN: 978-1305101937

## Course Content

This course trains students to conduct professional-quality written assessments for working with at-risk populations, including persons affected by mental health issues, substance use disorders, and other behavioral addictions. Students will learn about a variety of assessment perspectives, processes, and procedures including biopsychosocial and multidimensional perspectives, Screening Brief Intervention & Referral to Treatment (SBIRT) for substance use disorders, strengths-oriented and culturally competent assessment strategies, along with ethical implications of assessment processes and procedures. Students will learn to apply critical thinking skills throughout all phases and aspects of the assessment process.

The major evaluation of students' progress in accomplishing the learning objectives of this course is the signature Case Critique Assignment, which allows you to illustrate your knowledge of mental health & substance use diagnoses, psychosocial issues that impact clients, client strengths and resources, effective assessment questions, and the setting of treatment goals.

While there will be structured opportunities at the beginning and at the conclusion of this class for your feedback to the instructor, your reactions and suggestions to improve the course will be appreciated at any time.

Depression can look different in various age groups and there are unique considerations for the older adult population. This module has been developed as a part of a Geriatric Workforce Enhancement Grant funded by HRSA and its purpose is for students to better understand and intervene with older adults with depression. There is a pre and post-test for you to complete along with the module. **[Instructors should contact Emilie Garrison, GWEP project manager, for assistance downloading the module from the Canvas Commons at [emilieg@iu.edu](mailto:emilieg@iu.edu)]**

**Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.**

## Course Outline

### Module 1: Introduction/Overview of the Course

Date:

#### *Overview*

- Understanding the context of DSM

- Using strengths focused assessment with DSM
- Ways of knowing and understanding as it pertains to assessment in mental health & addictions practice
- Introduction to biopsychosocial assessment
- Cultural Humility

### *Readings*

1. DSM 5, pp 1 – 37
2. Posted articles in CANVAS

## Module 2: Assessment and treatment issues with Substance Use Disorders across the Lifespan

Date:

### *Overview*

- Understanding the variety of substance use disorders, including alcohol, opioid, stimulant etc.
- Understanding substance induced disorders, including intoxication and withdrawal
- Introduction to SUDs assessment/screening tools
  - Assessing adolescents using the CRAFFT and the DAST
  - Assessing adults using the AUDIT and the DAST
- Understanding types of drugs of abuse
- Introduction to misuse of prescription medications and illicit drugs

### *Readings*

1. DSM 5, pp 483-589
2. Download NIDA Information on Psychopharmacology
  - a. Illicit Drugs: [NIDA Commonly Abused Drugs Chart](#)
  - b. Misuse of Prescription Drugs: [NIDA Commonly Abused Prescription Drugs Chart](#)

### *Assignments*

Selected Handbook Topics Due

## Module 3: Introduction to Screening Brief Intervention & Referral to Treatment

Date:

### *Overview*

- Why SBIRT is important to social work
- Screening practice settings
- Linking Screening & Brief Intervention using stages of change
- Principles of motivational interviewing

### *Readings*

1. Review four (4) SBIRT Powerpoint presentations (Provided to all instructors for posting in CANVAS )
2. Review SBIRT Handbook app that can be accessed free at: [IU SBIRT Screening Tools website](#)

### *Assignments*

1. **Quiz 1: Complete Online Modules on Alcohol, Marijuana and Motivational Interviewing:** modules can be accessed at [Indiana Prevention Resource Center website](#) .Turn in certificates of completion for each module.

## Module 4: Assessment and treatment issues with Personality Disorders

Date:

### *Overview*

- Understanding various types of personality disorders and associated criteria (e.g. paranoid, schizoid, schizotypal, antisocial, borderline, narcissistic, avoidant etc.)
- Assessing for personality disorders
- Cultural considerations related to assessment of personality disorders

### *Readings*

1. DSM-5, pp 645-684
2. Posted articles in CANVAS

## Module 5: Assessment and treatment issues with Mood Disorders across the Lifespan

Date:

### *Overview*

- Understanding depressive disorders, including disruptive mood dysregulation disorder, major depressive disorder, persistent depressive disorder etc.
- Understanding bipolar disorders, including bipolar I disorder, bipolar II disorder etc.
- Assessing for mood disorders (including use of mental status exam and lethality risk interviews)
- Mood disorders and psychotropic medications, their uses, and related side effects
- Cultural considerations related to assessment of mood disorders

### *Readings*

1. DSM-5, pp 123-188
2. Posted articles in CANVAS

### *Assignments*

Handbook Websites Due

## Module 6: Assessment and treatment issues with Anxiety Disorders across the Lifespan:

Date:

### *Overview*

- Understanding panic disorder, agoraphobia, specific & social phobias, and generalized anxiety disorders
- Understanding obsessive compulsive and related disorders
- Assessing for anxiety disorders (including mental status)

- Anxiety disorders and psychotropic medications, their uses, and related side effects
- Cultural considerations related to assessment of anxiety disorders

### *Readings*

1. DSM-5, pp 189-290
2. Posted articles in CANVAS

### *Assignments*

Case Critique 1 Due

## Module 7: Assessment and treatment issues with: Eating Disorders

Date:

### *Overview*

- Understanding eating disorders including anorexia, bulimia etc., at different stages of human development
- Assessing for eating disorders
- Eating disorders and psychotropic medications, their uses, and related side effects
- Cultural considerations related to assessment of eating disorders

### *Readings*

1. DSM-5, pp 329-354
2. Review EDQ6 Eating Disorder Questionnaire

## Module 8: Midterm Exam

Date:

## Module 9: Assessment and treatment issues with: Sexual/Gender Identity

Date:

### *Overview*

- Understanding sexual/gender identity issues, including gender dysphoria and sexual dysfunctions in adolescents and adults
- Assessing for sexual/gender identity
- Cultural considerations related to assessment of sexual/gender identity

### *Readings*

1. DSM-5, pp 423-459
2. Posted articles in CANVAS

### *Assignments*

Handbook Introduction: Etiology, and Best Assessment Strategies Due

## Module 10: Assessment and treatment issues with: Disorders of Childhood

Date:

### Overview

- Neurodevelopmental disorders including autism spectrum disorders and attention deficit/hyperactivity disorder
- Disruptive, impulse control, conduct disorders, including oppositional defiant disorder, conduct disorder etc.
- Assessing for disorders of childhood
- Disorders of childhood and psychotropic medications, their uses, and related side effects
- Cultural considerations related to assessment of disorders of childhood

### Readings

1. DSM-5, pp 461-480; pp 50-59
2. Posted articles in CANVAS

## Module 11: Dissociative Disorders

Date:

### Overview

- Understanding dissociative disorders, including dissociative identity disorder, dissociative amnesia etc.
- Assessing for dissociative disorders
- Cultural considerations related to assessment of dissociative disorders

### Readings

1. DSM-5, pp 291-308
2. Posted articles in CANVAS

### Assignments

Case Critique 2 Due

## Module 12: Trauma & Stressor-Related Disorders across the Lifespan

### Somatic Symptom & Related Disorders

Date:

### Overview

- Understanding posttraumatic stress disorder, acute stress disorder and other trauma & stressor related disorders (e.g., Reactive attachment disorder, Disinhibited social engagement disorders, adjustment disorders)
- Assessing for trauma related disorders
- Trauma & stressor related disorders and psychotropic medications, their uses, and related side effects
- Cultural considerations related to assessment of trauma & stressor related disorders

### Readings

1. DSM-5, pp 265-290; pp 309-328
2. Posted articles in CANVAS

## Assignments

Integrative Handbook Best Treatment Strategies Due

### Module 13: Psychotic Disorders

Date:

#### Overview

- Understanding schizophrenia, schizophreniform disorder, schizoaffective disorder, and other psychotic disorders (e.g., Brief psychotic disorder, Delusional disorder)
- Assessing psychotic disorders (including mental status)
- Psychotic disorders and psychotropic medications, their uses, and related side effects
- Cultural considerations related to assessment of psychotic disorders

#### Readings

1. DSM-5, pp 87-122
2. Posted articles in CANVAS

### Module 14: Team Presentations

Date:

#### Assignments

Final Integrative Handbook Due

### Module 15: Final Exam

Date:

## Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

### Assignments

1. Selected Handbook Topics
  - a. Due .....
2. Quiz 1: [Complete Online Modules](#)
  - a. Due .....
  - b. Final Grade Points .....5 points
3. Handbook Websites
  - a. Due .....
  - b. Final Grade Points .....5 points



4. Case Critique 1
  - a. Due .....
  - b. Final Grade Points .....10 points
5. Midterm Exam
  - a. Due .....
  - b. Final Grade Points .....15 points
6. Handbook Introduction: Etiology and Best Assessment Strategies
  - a. Due .....
  - b. Final Grade Points .....5 points
7. Case Critique 2
  - a. Due .....
  - b. Final Grade Points .....10 points
8. Integrative Handbook Best Treatment Strategies
  - a. Due .....
  - b. Final Grade Points .....5 points
9. Final Integrative Handbook with Detailed Reference List
  - a. Due .....
  - b. Final Grade Points .....10 points
10. Team Presentations
  - a. Due .....
  - b. Final Grade Points .....20 points
11. Final Exam
  - a. Due .....
  - b. Final Grade Points .....15 points

## Assignment Details

### *Quiz 1: Complete Online Modules – 5 points*

Students will review four SBIRT PowerPoint presentations, along with an SBIRT Handbook app that can be accessed free at: [iprc.iu.edu/sbirtapp/screening/index.php](http://iprc.iu.edu/sbirtapp/screening/index.php) .

Quiz 1 will consist of students **completing** online Modules on Alcohol, Marijuana and Motivational Interviewing. The online modules can be accessed [at Indiana Prevention Resource Center website](#). Students are asked to turn in certificates of completion for each module in Canvas.

### *Integrative Handbook – 25 points*

Each student will create the handbook assignment for this course with a partner. The handbook is a paired project on one disorder (e.g. bipolar disorder). Students will sign up for the section they want on

the second day of class. Students will BOTH send their FINAL Handbook as an e-mail attachment to all students and make a hard copy for the instructor to ensure e-copy is identical to hard copy. Each section must have the following components:

- **Introduction and etiology** with references specific to that disorder.
- **Best assessment strategies** with references specific to that disorder, websites pertinent to the assessment or etiology, and a brief description of what the assessment would look like. **Assessment means what we know about how to assess the disorder (e.g. scales used, interview strategies, protocols).** Do NOT describe in Assessment what the DSM criteria are as the instructor is already covering that information.
- **Best treatment strategies** with references specific to that disorder, websites pertinent to the treatment, and a brief description of what the treatment protocol would look like. Treatment includes the best ways to help people with this disorder and should **have the best evidence-based practices for the treatment.**
- **A detailed reference list** for suggested treatment articles on each of the disorders with an asterisk (\*) by the most recommended articles or books. The reference list should be **APA FORMAT**, have at least 20 references primarily from professional journals or textbooks. The reference list must have no more than 20% of references as web links! Strongly recommend that you search PsychInfo, ProQuest and Medline for articles. ***No references can be from wikipedia.***
- **A list of at least 10 useful websites** for the disorder. Each website should have a brief discussion (paragraph, i.e. more than 2 sentences) of what is contained in the website. Each website should be ***specific*** to the disorder, not general (e.g. not [National Institutes of Mental Health website](#) but [Asperger/Autism Network website](#)).

### *Team Presentation – 20 points*

- Each student will be part of a group that will present an overview of the treatment strategies for a designated diagnostic category listed in the DSM. A sign-up roster will be provided on week 6. The team must provide a PowerPoint presentation on the following:
  - What effective treatments (including psychopharmacology, if appropriate) are available for the diagnostic category?
  - What are the psychosocial issues inherent with this diagnostic category?
  - How can you best develop a strengths-discovery focus related to this diagnostic category and the clients who struggle with it?
- The team must have a handout for the class that includes pertinent references on the topic. The PowerPoint must have the names of the presenters on the first slide. The presentation should be no longer than 30 minutes in length. Group cohesiveness is important to this assignment.

### *Midpoint and Final Differential Diagnosis Exams – 30 points*

- Exams will be offered at two points during the course (Midpoint and Final). Each exam is worth 15 points and will test students' assessment and diagnostic abilities with persons affected by

mental health issues, substance use disorders, and other behavioral addictions. The exams may include essay-type questions, as well as short answer and multiple-choice questions.

### *Case Critiques – 20 points*

- There will be 2 cases (10 points each) that will be given as written assignments. For each case, you will be asked to answer the 5 questions below.
  1. Provide DSM 5 diagnoses with evidence to support your diagnoses.
  2. What do you see as the psychosocial issues facing the client?
  3. What are the strengths of the client?
  4. What further assessment issues would you consider with the client?
  5. What initial treatment goals would you have?

### *Case Critique Assignment (Signature Assignment)*

For this assignment, you will answer a series of questions related to assessment with persons affected by mental health issues, substance use disorders, and other behavioral addictions. The questions are based on a case example that will be provided by your course instructor.

**How:** Read the case example provided by the course instructor and answer the 5 questions below.

1. Provide DSM 5 diagnoses with evidence to support your diagnoses.
2. What do you see as the psychosocial issues facing the client?
3. What are the strengths of the client?
4. What further assessment issues would you consider with the client?
5. What initial treatment goals would you have?

**Expectations:** This assignment measures your ability to accurately diagnose, consider psychosocial issues and strengths, pose effective assessment questions, and set treatment goals for at-risk populations, including persons affected by mental health issues, substance use disorders, and other behavioral addictions. It is expected that you will convey cultural competence throughout your written assignment.

**Submission:** You will submit via Assignments tab in Canvas (Be sure to include references).

## Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous

to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

### *Grading scale*

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

## Course Policies

Incompletes and make-up work. Make-up assignments will be given only in cases of extreme and verifiable hardship. An unauthorized incomplete will be deemed as a failure to complete the course work and a grade of

“F” will be entered. Consult with the instructor in a timely manner if you are having problems impacting the likelihood of success in this course.

Students are responsible for being prepared for each class session by having completed the assigned reading as listed for each class. Participation through asking questions and making thoughtful comments on course content is encouraged.