**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 380**

**Assessment of Client Concerns in Context**

**[Add Semester and Year]**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

The aim of this course is to teach students to conduct a strengths-based and contextual assessment of client concerns. Students will learn to conduct a culturally informed biopsychosocial spiritual assessment in which they gather information about presenting concerns from the perspective of clients and collateral sources. As part of this process, students will learn to both critique and use the DSM-5, ICD-10, and other diagnostic models to conceptualize client concerns, communicate with other professionals, and critically examine research related to presenting concerns. Course content will be considered through an anti-racist, anti-oppressive lens, exploring the ways in which diagnostic systems have been used to oppress historically marginalized groups and individuals, including the implications of this context for specific client systems. Students will also be introduced to medications used to treat mental health conditions and the role of social workers in discussing medications with clients as part of a client's treatment team.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 2: Engage diversity and difference in practice**

| **Assignment** | Conceptualization of assessment | K, S |
| --- | --- | --- |
| **Assignment** | Weekly articles or chapters in modules 1, 8-13 on assessment and diagnosis with marginalized populations | V |

**Competency 7: Assess individuals and families**

| **Assignment** | Biopsychosocial assessment | K, S |
| --- | --- | --- |
| **Assignment** | Final assignment | K, S |
| **Assignment** | Quizzes | K |

**METHODS OF INSTRUCTION**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Toools such as VoiceThread work better with Firefox
* Daily reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements.

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Attendance Policy**

Attendance and participation are important elements in learning whether the class is in-person, asynchronous, synchronous, or hybrid. While there is not a standard attendance and participation policy in SSW, each instructor will in their syllabus have the policies for their class. Students are responsible for reading the syllabus for course content and policies like attendance and participation. When something is not clear students should request clarification from the instructor. Students having been approved for accommodations by the SAC should follow the protocol of the SAC as well as speak with the instructor at the beginning of the semester to address any questions from the instructor. Should circumstances change during the semester, students should inform the instructor.

**Expectations and Resources for Students**

Each student is expected to read and be familiar with the student handbook and refer to that document with any class concerns. Please familiarize yourself with all content in the [MSW Handbook](https://www.luc.edu/socialwork/student-support/forms/).

The syllabus is a document that provides the framework, schedule, and Course Content/ Mutual Expectations of students and instructors for the course. However, it is important to recognize that unforeseen circumstances lead to changes in assignments, reading, and assignment due dates, some aspects of the course may change. Any modifications/updates/edits in the syllabus will be sent to students via Emails/Sakai if the syllabus is revised. As a result, it is each student’s responsibility to check his or her LUC e-mail, mail folders, and the Sakai website regularly and multiple times during each week through the semester.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential.  Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The School values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing the difference and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway for addressing your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972).  It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions.  The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action.  Please visit the [Title IX at Loyola University Chicago Page](http://www.luc.edu/hr/titlenine.shtml) for more information regarding the University’s response to notifications of gender-based misconduct.  The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by: Allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to [Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Act](https://www.luc.edu/regrec/ferpa.shtml) at Loyola University website or the [U.S Dept. of Education](https://ed.gov/policy/gen/reg/ferpa/index.html) website. Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure.  Students are encouraged to visit the Writing Center website at <http://www.luc.edu/writing/home/> for additional information.  Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

## **Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for technology support. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk [ITSServiceDesk@luc.edu](mailto:ITSServiceDesk@luc.edu). Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

## **Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)  
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)  
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)  
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)  
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)  
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING, & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. For additional information on plagiarism, read <http://www.plagiarism.org/>

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The WPA Statement on Best Practices, retrieved from <http://wpacouncil.org/files/wpa-plagiarism-statement.pdf>

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s for additional information regarding academic concerns.

**Grading Criteria**

Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

| **Letter Grade** | **Description** | **Grades and Values** |
| --- | --- | --- |
| **A** | Overall performance is**Exceptional –**includes grammar, sentence structure, application of course content, use of references/resources, etc. | A  4.00 /96-100%  A- 3.67 /92-95% |
| **B** | Overall performance is **Good –** written work not as polished as above, ideas not as fully developed, but still includes important course content, references, etc. | B+ 3.33/88-91%  B   3.00/84-87%  B-  2.67/80-83% |
| **C** | Overall performance is **Acceptable** - work meets basic expectations set by Instructor. A grade of C- requires that social work majors (BSW/MSW) retake the course. | C+ 2.33/76-79%  C    2.0 /72-75%  C-  1.67/68-71% |
| **D** | Overall performance is **Poor - student** must retake course. | D+ 1.33/64-67%  D   1.00/60-63% |
| **F** | Overall performance is **Unsatisfactory** - student fails course. Effects of a final grade of F may vary by academic program. See Student Handbook. | F  0/Below 60% |
| **I** | At the discretion of the section Instructor, a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted. **Requirements for submission of Final grade differ by degree. See Student Handbook.** | |

### **Grading Scale**

| **Grade** | **Percentage (%)** |
| --- | --- |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

All assignments must be submitted via Sakai by the start of class on the due date. All assignments have mandatory due dates. Assignments submitted after those dates may not receive comments from the instructor, but rather just a final grade with an appropriate reduction in grade (one grade point per day). AGAIN, if a student chooses to submit an assignment after a mandatory due date, no feedback will be provided. To receive a passing grade for the course, ***all*** *assignments must be completed and submitted*.

**Attendance and Participation (10%):**

Attendance at all class sessions is mandatory. Students are expected to notify the instructor in advance, via email, when unable to attend a class. More than X absences per semester for any reason will result in a reduction of participation points.

Student participation in synchronous and asynchronous discussions via comments and questions to peers and the instructor is essential to establishing a collaborative learning environment and therefore will be assessed as part of the final grade. Various ungraded assignments (e.g., forum posts) and attendance will also contribute to the participation grade. Please see the Sakai site for this course and the syllabus and rubrics tab for a grading rubric.

**Conceptualization of assessment (20%)** (3-4 pages)

The purpose of this assignment is to facilitate the students’ conceptualization of their role in an assessment process. Following and integrated with the engagement process, students are to address the following questions:

* What is the purpose of the assessment?
* What is the role of the social worker during the assessment?
* How do the following factors impact the assessment?
  + Practice setting in which the assessment is conducted?
  + Who the client is (e.g., Individual or family? Child, adolescent, adult, older adult? Mandated or voluntary? Aspects of identity – race, culture, gender, sexuality, religion, ability?)
  + The goal of the social work interaction?
* What methods and skills will the student use for assessment? Please speak to the role of the biological, psychological, social and spiritual domains of assessment.
* How will the assessment affect the next steps in the helping process?

For this portion of the assignment, materials, notes, texts and other books may be used for reference. All quotations and paraphrases must be cited, and the citation must be appropriately referenced and documented using *APA Writing Style Manual*.

**Biopsychosocial-spiritual assessment (20%)** (3-4 pages)

The purpose of this portion of the assignment is to provide you with practice using emerging assessment skills and to demonstrate your ability to apply learning to clinical documentation. Using the sample assessment from the primary text as a guide, the student is to write a brief assessment of an initial “client” based on one of the following scenarios:

1) an encounter with a client in your internship (preferred)

2) a fictional client encounter as portrayed in a movie, TV show or book or

3) a role play with a classmate as a client.

For option 2, please obtain approval from the instructor for the movie, TV show, or book you wish to use. For 3, if you are the “client,” please DO NOT role-play being yourself; it works best if your role-play an actual client or someone you’ve known in the past who is *not in your inner circle of family and friends, and not someone who is suicidal or wishing to harm others*.

This assignment should be written in 12-point Times New Roman font, double-spaced, and proofread for errors in grammar, spelling, and APA style.

**Quizzes (10%):** There will be two quizzes during the semester, following modules 10 and 13. The purpose of the quizzes is to prepare you for future licensure exams and serve as one form of evaluating your understanding of the course material. The quizzes will be untimed, open-book, and available online.

**Final (40%):** Consistent with the learning objectives and EPAS competencies outlined at the beginning of the syllabus, the midterm assignment is intended to improve students’ capacity to apply a strengths-based bio-psycho-socio-spiritual assessment of client concerns in the context of the DSM-5 diagnostic model. The instructor will present students with two case studies, for which students will provide a diagnostic assessment, including:

1. The resources, strengths, and or competencies that are evident in the client situation.
2. Other sociological or biological variables such as class, culture, socioeconomic status, and/or physical limitations that play an important role in contributing to or shaping the focal problems.
3. A DSM-5 diagnostic assessment, with a listing of the diagnostic criteria for the diagnosis selected and an explanation for how the client meets each criterion.
4. A description of which other disorders were considered in the differential diagnosis, and why those ultimately were not selected.
5. A list of additional questions the assessor would like to ask the client to develop a more comprehensive understanding of the client’s diagnosis.
6. An annotated bibliography of **two** current (last 5 years) research-based articles or chapters that could be used to assess this case and to select possible treatment goals.
7. A list of treatment goals consistent with the client assessment.

**Rubric for Grading Assignments**

[List rubric for graded assignments here]

**REQUIRED TEXT(S)**

* American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: American Psychiatric Association. <https://dsm-psychiatryonline-org.flagship.luc.edu/doi/book/10.1176/appi.books.9780890425596>
* Shea, S.C. (2017). *Psychiatric interviewing: The art of understanding* (3rd ed.). London: Elsevier

**RECOMMENDED TEXT(S)**

**SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester regarding your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

#### **COURSE SCHEDULE**

**Module 1**

**Community Immersion Program (NOTE: FA SEMESTER ONLY, ADJUST SCHEDULE FOR SP and SU)**

**Learning Objectives:**

After successfully completing this module, students will be able to:

1. Reflect upon their forthcoming experiences in the social work program.
2. Promote self-reflection related to personal biases, assumptions, stereotypes, privileges, and the impact it may have upon their continued personal and professional growth as a social worker.
3. Assess the meaning and importance of safe and brave classroom spaces and the positive role students can contribute to promoting such spaces in the classroom, field, and beyond.

**Required Resources**

* Brave Space: Classroom Basics <https://medium.com/@amarquez628/brave-space-classroom-basics-b1fba7c9ac5b>
* Bussey, S. R. (2020). Finding a path to anti-racism: [Pivotal childhood experiences of White helping professionals](https://journals.sagepub.com/doi/pdf/10.1177/1473325020923021?casa_token=yxUhh7HPHkUAAAAA:7LJnaliFOnfE2aXJOeVK2BcleVEhirMe-TybRXa233VesjSzk8X1cEvIdttjMVStxzqoRYxGwmlPyA). *Qualitative Social Work*, 1473325020923021.
* Case Assignment “I’m a Social Worker” from: Wolfer, T., Franklin, L., & Gray, K. (2013). [*Decision Cases for Advanced Social Work Practice: Confronting Complexity*](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=1). Columbia University Press.
* Please read the following sections:

1. To Students: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=18>

2. Introduction to the Cases: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=20>

3. I’m a Social Worker: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=124>

* Freire, P. (2018).Chapter 1. [*Pedagogy of the oppressed*](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?docID=1745456) (pp. 43-69). Bloomsbury publishing USA.
* Pryce, J. M., Gilkerson, L., & Barry, J. E. (2018). [The mentoring FAN: A promising approach to enhancing attunement within the mentoring system](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_01488376_2018_1472174&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Journal of Social Service Research*, *44*(3), 350-364.
* Gilkerson, L., & Pryce, J. (2020). [The mentoring FAN: A conceptual model of Attunement for youth development settings](https://sakai.luc.edu/access/content/group/7bd7587e-1a8f-422a-83d5-6a7739cde1a9/The-mentoring-FAN-a-conceptual-model-of-attunement-for-youth-development-settings.pdf). *Journal of Social Work Practice*, 1-16.
* Safe and Brave Spaces <https://medium.com/@amarquez628/safe-and-brave-spaces-b9a3b51e107f>
* Singer, J. B. (Host). (July 19, 2020). [#127 - Both/And or Either/Or: Social Work and Policing](https://socialworkpodcast.blogspot.com/2020/07/socialworkpolicing.html) [Audio Podcast]. *Social Work Podcast.* Retrieved from <https://www.socialworkpodcast.com/2020/07/socialworkpolicing.html>

Watch on Facebook with live comments:<https://business.facebook.com/swpodcast/videos/310765373631603/>

Watch on YouTube [SD] with captions: <https://youtu.be/daaZ-vNTDrU>

**Module 2**

**Clinical assessment and interviewing skills. Cultural Formulation Interview**

This module will introduce students to the role of assessment in social work practice, information gathered in the assessment process, and the importance of attending to culture during assessment.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the purpose of assessment in social work practice
2. Discuss provider bias and cultural humility in assessment
3. Identify common components and sources of information in the assessment process
4. Articulate rationale for using Cultural Formulation Interview to contextualize the client’s experience and expression of distress

**Required Resources**

* Gray, S.W. (2016). [An introduction to the competency-based assessment model.](https://sakai.luc.edu/access/content/group/SOWK_501_003_3784_1212/Gray%20_2016_%20An%20introduction%20to%20the%20competency-based%20assessment%20model.pdf) *Psychopathology: A competency-based assessment model for social workers* (4th ed.)(pp. 1-31). Boston, MA: Cengage Learning.
* Legha, R. K., & Miranda, J. (2020). An Anti-Racist Approach to Achieving Mental Health Equity in Clinical Care.*Psychiatric Clinics of North America*, *43*(3), 451–469. <https://doi.org/10.1016/j.psc.2020.05.002>
* Shea, Chapter 6, 20
* DSM-5, Cultural Formulation Interview
* Recommended resources
* Lewis-Fernández, R., & Kirmayer, L. J. (2019). Cultural concepts of distress and psychiatric disorders: Understanding symptom experience and expression in context. *Transcultural Psychiatry*, *56*(4), 786–803. <https://doi.org/10.1177/1363461519861795>

**Module 3**

## **Clinical assessment and interviewing skills**

This module will focus on basic skills and tasks for conducting an assessment interview in settings in which social workers practice.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe strategies for promoting and enhancing client engagement
2. Formulate open-ended questions to gather information during an interview
3. Recognize and complete tasks in a social work interview
4. Establish a conversational style of interaction with clients

**Required Resources**

* Shea, Chapters 2-4

**Recommended Resources**

* Shea, Chapter 16

**Module 4**

## **Clinical assessment and interviewing skills. Risk assessment (suicide, interpersonal violence)**

This module will expose students to skills for the assessment of risk to self or others during a comprehensive assessment.

**Learning Objectives**

1. Articulate the process of assessing risk of self-harm and suicide.
2. List the validation techniques used in risk assessment.
3. Distinguish between ideation, intent, plan, and attempt

**Required Resources**

* Shea, Chapter 5, 17
* Todahl, J., Nekkanti, A., & Schnabler, S. (2020). Universal Screening and Education: A Client-Centered Protocol for Normalizing Intimate Partner Violence Conversation in Clinical Practice. *Journal of Couple & Relationship Therapy*, *19*(4), 322–346. <https://doi.org/10.1080/15332691.2020.1835595>

# **Module 5**

## **Neurobiology and psychopharmacology**

This module will introduce students to basics of neurobiology and psychiatric medication while exploring the role of social workers in providing psychoeducation and teaching clients self-advocacy re: medications.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify common neurotransmitters and their hypothesized relationship to specific mental illnesses.
2. Identify common psychiatric medications, their theorized mechanisms of action, and side effects.
3. Articulate the role of social workers in providing psychoeducation on psychotropic medication and assisting clients in advocating for themselves when working with prescribers.

**Required Resources**

* Shea, Chapter 23
* Marley, J. (2016). Neurobiology, neurotransmitters, mental illness and medication. (Audio recording)

**Recommended Resources**

* Farmer, R. L. (2014). Interface Between Psychotropic Medications, Neurobiology, and Mental Illnesses. *Smith College Studies in Social Work*, *84*(2–3), 255–272. <https://doi.org/10.1080/00377317.2014.923640>

# **Module 6**

## **Contextual understanding of DSM**

This module will teach students to understand the strengths and limitations of diagnostic systems such as the DSM-5, with an emphasis on responsible use consistent with social work values and ethics.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explain the process of development for the DSM-5 and earlier editions of the manual
2. Critique the validity of the process of development of the DSM-5 and the validity of psychiatric diagnosis
3. Identify the rationale for the continued use of diagnostic frameworks such as the DSM-5 and the ICD-10

**Required Resources**

* Dziegielewski, S. (2015). Getting started (pp. 3-22). DSM-5 in action (3rd ed.). Wiley.
* NNCI (2019, September 3). What’s in a Name? [Audio Podcast]. Ten to the to the 15th. Retrieved from <https://www.nncionline.org/course/episode-1-whats-in-a-name/>
* Frances, A. (2012). DSM 5 is a guide not bible – Ignore its ten worst changes. *DSM 5 in Distress, Psychology Today*. Retrieved from <https://www.psychologytoday.com/blog/dsm5-in-distress/201212/dsm-5-is-guide-not-bible-ignore-its-ten-worst-changes>
* Lane, C. (2013). The NIMH withdraws support for DSM 5. Side Effects, Psychology Today. Retrieved from <https://www.psychologytoday.com/blog/side-effects/201305/the-nimh-withdraws-support-dsm-5>
* Singer, J. B. (Producer). (2016, January 25). #101 - Critiques of the DSM-5: Interview with Jeffrey Lacasse, Ph.D. [Audio Podcast]. Social Work Podcast. Retrieved from<http://www.socialworkpodcast.com/2016/01/DSM5critique.html>

# **Module 7**

## **DSM -5 Basics - Use of strengths perspective in comprehensive assessment and diagnosis**

This module is designed to increase student familiarity with the DSM-5 and contextualize its use within a competency-based assessment model.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe a competency-based assessment model in which strengths and person-in-environment perspectives are included in comprehensive assessment and diagnosis
2. Describe the structure and organization of the DSM-5
3. Explore the integration of consumer and medical-model perspectives on mental illness

**Required Resources**

* DSM-5, Section I
* Duckworth, K. (2015, April 10). Science meets the human experience: Integrating the medical and recovery models [Blog post]. Retrieved from [https://www.nami.org/Blogs/NAMI-Blog/April-2015/Science-Meets-the-Human-Experience-Integrating-th#](https://www.nami.org/Blogs/NAMI-Blog/April-2015/Science-Meets-the-Human-Experience-Integrating-th)
* Gray, S.W. (2016). An introduction to the competency-based assessment model. *Psychopathology: A competency-based assessment model for social workers* (4th ed.)(pp. 1-31). Boston, MA: Cengage Learning.
* Stein, D. J. & Illes, J. (2015, November 23). Beyond scientism and skepticism: An integrative approach to global mental health. *Frontiers in Psychiatry*. <http://doi.org/10.3389/fpsyt.2015.00166>

**Recommended Resources**

* Neighbors, H. W., Trierweiler, S. J., Ford, B. C., & Muroff, J. R. (2003). Racial Differences in DSM Diagnosis Using a Semi-Structured Instrument: The Importance of Clinical Judgment in the Diagnosis of African Americans. *Journal of Health and Social Behavior*, *44*, 237–256. <https://doi.org/10.2307/1519777>

# **Module 8**

## **Neurodevelopmental disorders - Z-Codes**

This module will cover diagnoses from the Neurodevelopmental Disorders section of the DSM-5, examining the criteria for the disorders as well as considering the role of culture in influencing diagnoses. This module will also cover the use of Z codes to reflect the influence of the environment on clients' presenting symptoms and concerns.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Apply diagnostic criteria for neurodevelopmental disorders to case material.
2. Apply Z codes to case material.
3. Examine the role of culture in influencing diagnosis of disruptive behavior disorders.
4. Identify medications commonly used to treat neurodevelopmental disorders, including mechanisms of action and side effects.

**Required Resources**

* DSM-5, Neurodevelopmental Disorders
* Fadus, M. C., Ginsburg, K. R., Sobowale, K., Halliday-Boykins, C. A., Bryant, B. E., Gray, K. M., & Squeglia, L. M. (2020). Unconscious Bias and the Diagnosis of Disruptive Behavior Disorders and ADHD in African American and Hispanic Youth. *Academic Psychiatry*, *44*, 95–102. <https://doi.org/10.1007/s40596-019-01127-6>
* Malcolm, L. (2015, November 1). Neurotribes. *All In The Mind*.<http://www.abc.net.au/radionational/programs/allinthemind/neurotribes/6887954>
* Mulligan, J., MacCulloch, R., Good, B. & Nicholas, D.B. (2012). Transparency, hope, and empowerment: A model for partnering with parents of a child with autism spectrum disorder at diagnosis and beyond. *Social Work in Mental Health, 10*(4), 311-330. <http://doi.org/10.1080/15332985.2012.664487>
* Walsh, J. (2016). The utility of the DSM-5 Z-codes for clinical social work diagnosis. *Journal of Human Behavior in the Social Environment*, *26*(2), 149–153. <http://doi.org/10.1080/10911359.2015.1052913>

# **Module 9**

## **Schizophrenia spectrum and other psychotic disorders**

This module will cover diagnoses from the Schizophrenia and other Psychotic Disorders section of the DSM-5, examining the criteria for the disorders as well as considering the role of culture in influencing diagnoses.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Apply diagnostic criteria for schizophrenia and other psychotic disorders to case material.
2. Examine the role of culture in influencing diagnosis of schizophrenia and other psychotic disorders.
3. Identify medications commonly used to treat schizophrenia and other psychotic disorders, including mechanisms of action and side effects.

**Required Resources**

* DSM-5, Schizophrenia spectrum and other psychotic disorders
* Shea, Chapters 11-12
* Longden, E. (2013). Listening to voices: A student’s journal from “normal” to “schizophrenic” and back highlights shortcomings in how our society deals with mental health. *Scientific American Mind*, September/October, 34-39. DOI: 10.1038/scientificamericanmind0913-34
* Lane, C. (2010, May 5). How Schizophrenia Became a Black Disease: An Interview with Jonathan Metzl. *Psychology Today*. <http://www.psychologytoday.com/blog/side-effects/201005/how-schizophrenia-became-black-disease-interview-jonathan-metzl>

**Recommended Podcasts**

* Singer, J. B. (Producer). (2008, November 17). #45 - Schizophrenia and social work: Interview with Shaun Eack, Ph.D. [Episode 45]. Social Work Podcast. Retrieved from<http://www.socialworkpodcast.com/2008/11/schizophrenia-and-social-work-interview.html>
* Singer, J. B. (Producer). (2015, May 21). #98 - Cognitive enhancement therapy for schizophrenia: Interview with Shaun Eack, Ph.D. [Audio Podcast]. Social Work Podcast. Retrieved from<http://www.socialworkpodcast.com/2015/05/CET.html>

# **Module 10**

## **Bipolar and related disorders. Depressive disorders**

This module will cover diagnoses from the Bipolar and related disorders and Depressive disorders sections of the DSM-5, examining the criteria for the disorders as well as considering the role of culture in influencing diagnoses.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Apply diagnostic criteria for bipolar and related disorders, and depressive disorders, to case material.
2. Examine the role of culture in influencing diagnosis of bipolar and related disorders, and depressive disorders.
3. Identify medications commonly used to treat bipolar and related disorders, and depressive disorders, including mechanisms of action and side effects.

**Required Resources**

* DSM-5, Bipolar and related disorders; Depressive disorders
* Shea, Chapters 9-10
* Akinhanmi, M. O., Biernacka, J. M., Strakowski, S. M., McElroy, S. L., Balls Berry, J. E., Merikangas, K. R., Assari, S., McInnis, M. G., Schulze, T. G., LeBoyer, M., Tamminga, C., Patten, C., & Frye, M. A. (2018). Racial disparities in bipolar disorder treatment and research: A call to action. *Bipolar Disorders*, *20*(6), 506–514. <https://doi.org/10.1111/bdi.12638>
* Langa, M. E., & Gone, J. P. (2019). Cultural Context in DSM Diagnosis: An American Indian Case Illustration of Contradictory Trends. *Transcultural Psychiatry*, 1 - 23. <https://doi.org/10.1177/1363461519832473>

**Recommended Resources**

* Wheeler, S. (n.d.). Lithium. *Radiolab.* <http://www.radiolab.org/story/lithium/> (start 2:55)

# **Module 11**

## **Anxiety disorders. Obsessive-compulsive and related disorders. Trauma and stressor related disorders**

This module will cover diagnoses from the Anxiety disorders, Obsessive-compulsive and related disorders, and Trauma- and stressor-related disorders sections of the DSM-5, examining the criteria for the disorders as well as considering the role of culture in influencing diagnoses.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Apply diagnostic criteria for anxiety disorders, obsessive-compulsive and related disorders, and trauma and stressor related disorders to case material.
2. Examine the role of culture in influencing diagnosis of anxiety disorders, obsessive-compulsive and related disorders, and trauma and stressor related disorders.
3. Identify medications commonly used to treat anxiety, obsessive-compulsive and trauma and stressor-related disorders, including mechanisms of action and side effects.

**Required Resources**

* DSM-5:
* Anxiety disorders
* Obsessive-compulsive and related disorders
* Trauma- and stressor-related disorders
* Soto, J. A., Dawson-Andoh, N. A., & BeLue, R. (2011). The relationship between perceived discrimination and Generalized Anxiety Disorder among African Americans, Afro Caribbeans, and non-Hispanic Whites. *Journal of Anxiety Disorders*, *25*(2), 258–265. <https://doi.org/10.1016/j.janxdis.2010.09.011>
* Hartmann, W. E., Wendt, D. C., Burrage, R. L., Pomerville, A., & Gone, J. P. (2019). American Indian historical trauma: Anticolonial prescriptions for healing, resilience, and survivance. *American Psychologist*, *74*(1), 6. <https://doi.org/10.1037/amp0000326>
* Malcolm, L (2015, June 28). Obsessions and compulsions. *All In The Mind.* <http://www.abc.net.au/radionational/programs/allinthemind/obsessive-compulsive-disorder/6568028>

**Recommended Resources**

* Harding, S. (2011). War and its effects. *In N. Heller & A. Gitterman (Eds.) Mental Health and Social Problems.*  174-201. NY: Routledge.
* Kelly, B.L., & Gates, T.G. (2010). Using the strengths perspective in the social work interview with young adults who have experienced childhood sexual abuse. *Social Work in Mental Health, 8*, 421-437. <https://doi.org/10.1080/15332981003744438>

# **Module 12**

## **Substance-related and addictive disorders. Substance use assessment**

This module will cover diagnoses from the substance use disorders section of the DSM-5, examining the criteria for the disorders as well as considering the role of culture in influencing diagnoses. This week's content is also intended to introduce students to the process of assessing clients, including major content areas to be covered, risk assessment, and assessment of client strengths. A portion of the content will be dedicated to learning about substance use assessment, as this is an area of risk social workers encounter in all facets of practice. Specifically, this learning module will introduce students to the purpose and application of using assessments in clinical and non-clinical settings. This substance abuse content is the first module of a two-part course of the American Society of Addiction Medicine (ASAM) dimensions.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Apply diagnostic criteria for substance use disorders to case material.
2. Examine the role of culture in influencing diagnosis of substance use disorders.
3. Identify medications commonly used to treat substance disorders, including mechanisms of action and side effects.
4. Examine and discuss the stages of the Screening, Brief Intervention, and Referral to Treatment (SBIRT) model
5. Review the importance of substance use disorder interventions including stages of change, as well as the importance and value of universal screening across various settings (e.g. hospitals, schools).
6. Discuss the pre-screening and screening stages with an emphasis on the AUDIT tool to assess for harmful alcohol use among adult client populations
7. Explore the role of motivational interviewing skills and techniques for use during the brief intervention and engaging in a brief negotiated interview
8. Discuss the important role of reinforcing current behaviors or moving to a referral to treatment based on the results of the brief intervention.

**Required Resources**

* DSM-5: Substance-related and addictive disorders
* Blume, A. W. (2020). An Indigenous American Conceptualization of Substance Abuse and Its Treatment. *Alcoholism Treatment Quarterly*, *0*(0), 1–19. <https://doi.org/10.1080/07347324.2020.1741330>
* Hersen, M. (2004). Substance Abuse. *Psychological Assessment in Clinical Practice: A Pragmatic Guide*. Taylor & Francis Group. <http://ebookcentral.proquest.com/lib/luc/detail.action?docID=240118>
* Kosanke, N., Magura, S., Staines, G., Foote, J., & DeLuca, A. (2002). [Feasibility of Matching Alcohol Patients to ASAM Levels of Care](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_crossref_primary_10_1080_10550490290087893&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US). *American Journal on Addictions*, 11(2), 124-134.
* Polcin, D.L. (2016). [Co-occurring substance abuse and mental health problems among homeless persons](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_1826670788&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en): Suggestions for research and practice. Journal of Social Distress and the Homeless, 25(1), 1-10. <https://doi.org/10.1179/1573658XY00000000004>

**Recommended Resources**

* Freeman, E. M. (2001). Assessment: [Clients as Experts on Their Experiences, Recovery Motivation, and Power Resources](https://www.jstor.org/stable/10.7312/free10236.16). In A. Gitterman (Ed.), *Substance Abuse Intervention, Prevention, Rehabilitation, and Systems Change* (pp. 183–207). Columbia University Press; JSTOR. <https://doi.org/10.7312/free10236.16>
* Freedland, T. (n.d.). [Using the ASAM Framework for Co-Occurring Disorders](https://practicetransformation.umn.edu/wp-content/uploads/2019/01/Using-the-ASAM-Framework-for-Co-Occurring-Disorders-PPT.pdf). Minnesota Center for Chemical and Mental Health.
* Hansen, H. (2019). Substance-Induced Psychosis: Clinical-Racial Subjectivities and Capital in Diagnostic Apartheid. *Ethos*, *47*(1), 73–88. <https://doi.org/10.1111/etho.12223>
* Harris, N., Brazeau, J. Clarkson, A., Brownlee, K. & Rawana, E.P. (2012). Adolescents’ experiences of a strengths-based treatment program for substance abuse. *Journal of Psychoactive Drugs,* 44, 390-397. <https://doi.org/10.1080/02791072.2012.736822>
* Maxwell, S.M., Bigg, D., Stanczykiewicz, and Carlberg-Racich, S.C. (2006). Prescribing naloxone to actively injecting heroin users: A program to reduce heroin overdose. *Journal of Addictive Diseases, 25*(3), 89-96. Retrieved from <http://www.anypositivechange.org/ODvv.pdf>.
* Substance Use Disorder Assessment: <https://www.youtube.com/watch?v=H8CJxNP0nv8>
* Singer, J. B. (Producer). (2016, August 23). #105 - Recovery High Schools: Interview with Lori Holleran Steiker, Ph.D. [Audio Podcast]. *Social Work Podcast*. <http://www.socialworkpodcast.com/2016/08/RecoveryHS.html>

# **Module 13**

## **Personality disorders**

This module will cover diagnoses from the personality disorders section of the DSM-5, examining the criteria for the disorders as well as considering the role of culture in influencing diagnoses.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Critique the validity of the personality disorder diagnostic framework in the DSM-5
2. Examine the role of culture in influencing diagnosis of personality disorders
3. Apply diagnostic criteria for personality disorders to case material

**Required resources**

* DSM-5, Personality disorders
* Shea, Chapters 13-15
* Hossain, A., Malkov, M., Lee, T., & Bhui, K. (2018). Ethnic variation in personality disorder: Evaluation of 6 years of hospital admissions. *BJPsych Bulletin*, *42*(4), 157–161. <https://doi.org/10.1192/bjb.2018.31>
* Singer, J. B. (Producer). (2007, October 15). Dialectical Behavior Therapy: Interview with Sabrina Heller, LSW. [Episode 26]. *Social Work Podcast* Retrieved from <http://socialworkpodcast.com/2007/10/dialectical-behavior-therapy-interview.html>

**Module 14**

## **Course summary**

Other diagnoses (Feeding and eating disorders, neurocognitive disorders, gender dysphoria, sexual dysfunctions, paraphilic disorders, sleep-wake disorders, dissociative disorders, somatic symptom disorders) NOTE: Instructors may choose on which of these to focus for this week

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Apply diagnostic criteria for \_\_\_\_\_\_\_ disorders to case material.
2. Examine the role of culture in influencing diagnosis of \_\_\_\_\_\_\_\_.

**Required Resources**

* DSM & Shea chapters as selected by instructor to correspond to “other” diagnoses of focus.

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

[List professional journals, websites, etc. by category here]

**Professional Journals**

**Websites**

**Other**