

Practice with Assessments

**Understanding Interactions with
Individuals and Their Environment**

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Agenda

Discuss the role-play assignment

Areas evaluated in a biopsychosocial assessment

Conceptualizing and assessing social supports

Learning Objectives

- **Describe the structure, purpose, biopsychosocial assessments in various practice settings.**
- **Demonstrate understanding of key domains in assessment and ability to assess a clients needs.**
- **Use social support mapping tools to conceptualize and assess client support systems.**



Interviewing Skills Role-Play

**Due Monday 10/13/25
at 08:00 AM**

The Interviewing Skills Video Role-Play supports students in confirming the acquisition of interviewing skills through the application of person in the environment, empathetic responding, reflective responding, and other interpersonal skills.

Students will work with a partner to record a 10 to 15-minute interview. The interview should be a role-play of an initial meeting between a social worker and a fictional client. Students have the freedom to develop their settings for the interview.

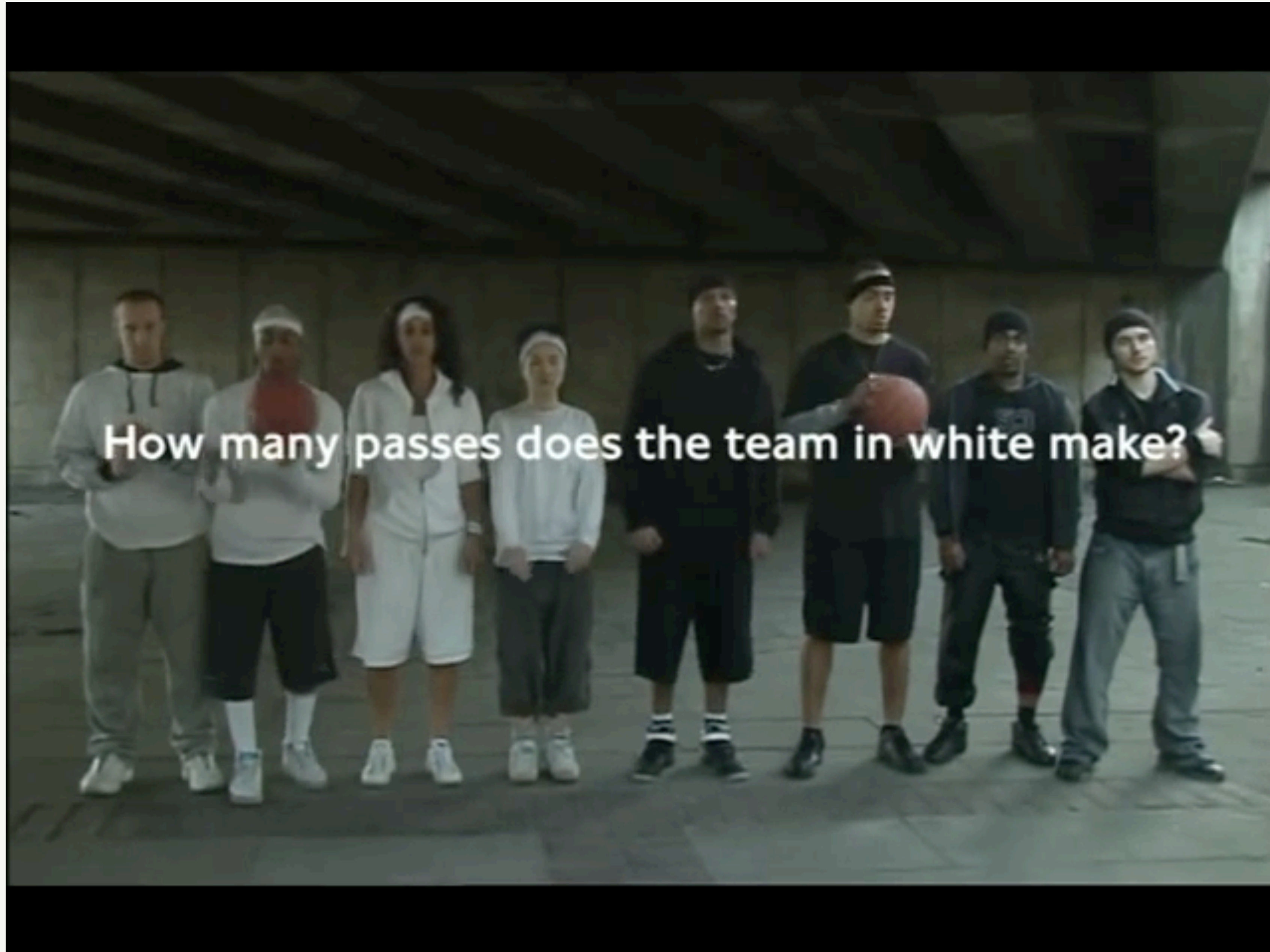
- Each student's role-play will have three parts (1) introduce the role-play setting, (2) complete the client interview using listening and attending skills discussed and practiced in class, and (3) debrief the role-play with your partner.
- The intention is to demonstrate your ability to use attentive listening, open-ended questions, empathetic responding, and other skills. The focus is not on solving the person's problem or difficulties.
- Students can do each of the three parts with the camera rolling. During the debrief with your partner, discuss (a) the things that you said/did that helped the other person feel comfortable and open up, (b) the things that you could have improved, and (c) any suggestions or feedback from your partner.
- After completing the first interview, switch roles and do another 10 to 15-minute role play following the same format.
- Each student should upload their final video as the interviewer to the Anthology Portfolio for the instructor's assessment.



Interviewing Skills Role-Play

Criteria	Highly Developed
Engages with client and applies knowledge of human behavior (HB) and person-in-environment (PIE), as well as interprofessional conceptual frameworks, to engage with clients and constituencies	Utilizes strategies, to include choice of language, level of assertiveness, etc., that are appropriate for the client based on HB, PIE and interprofessional conceptual frameworks.
Use empathy to engage	Demonstrates empathy and understanding throughout the entire client interaction. Refrains from statements that might be perceived as judgmental.
Use reflection to engage	Utilizes well-planned, open-ended questions that allow client to expand on thoughts and feelings. Reflects on the main ideas the client shares and gently directs the interview toward those themes.
Use interpersonal skills to engage	Communicates basic helping skills to the client from the greeting and throughout verbally and nonverbally. Demonstrates a combination of attending skills. Has the ability to keep momentum in the conversation, and also uses silence appropriately.





How Observant Are You?

Do The Test. (2008). Test your
Awareness: Do the test [Video].
YouTube. [https://youtu.be/
Ahg6qcgoay4](https://youtu.be/Ahg6qcgoay4)



Biopsychosocial Assessment

What Goes on The Form

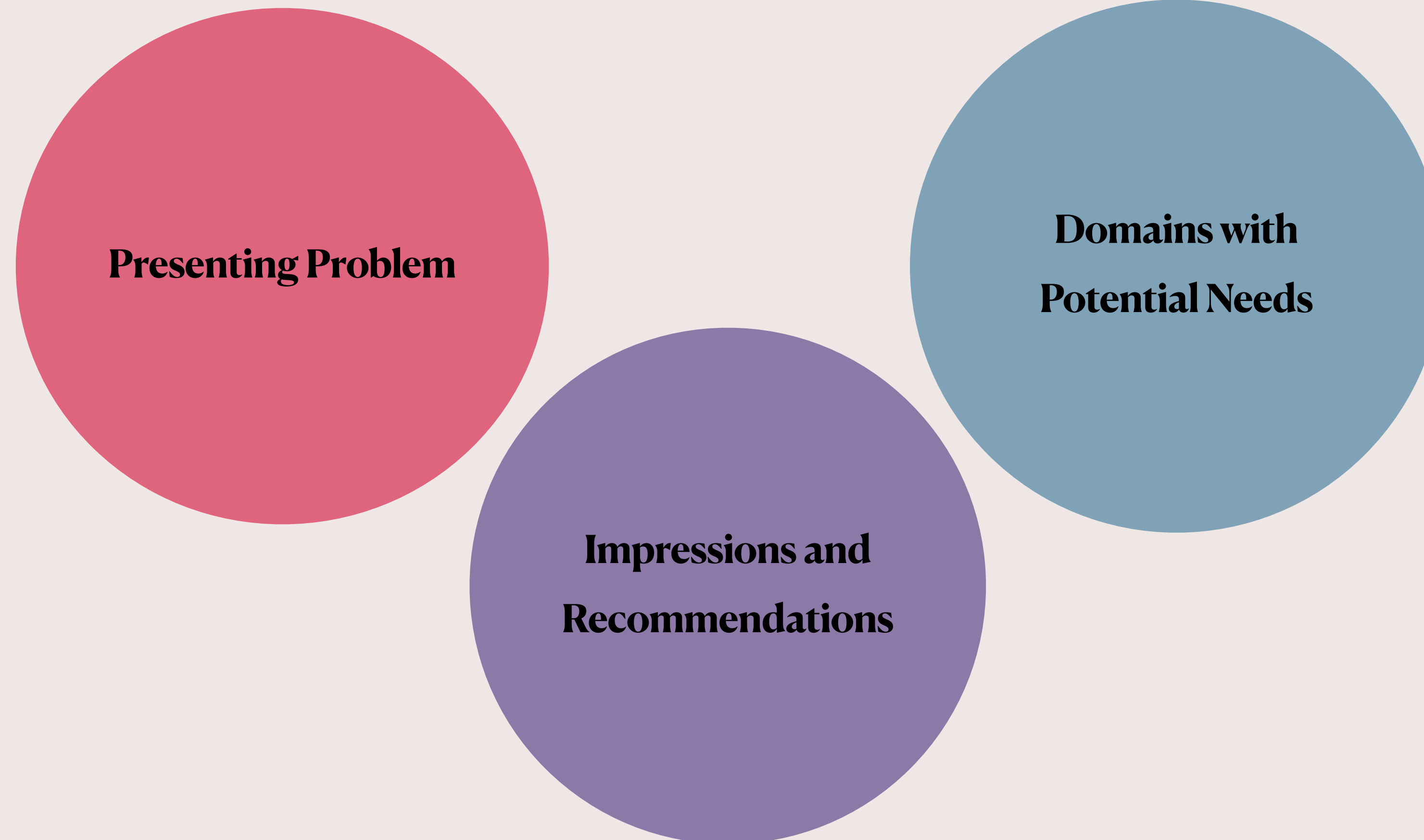
- **Identifying information** (e.g., name, age, referral source)
- **Presenting Problem** (i.e., the presenting problem, symptoms, history of problem)
- **The past psychiatric and medical history** of the client and the client's family (e.g., injuries, operations, medical conditions, medication, ongoing medical treatment)
- **The client's social history** (e.g., overview of client's childhood, family structure, living situation, employment and employment history, educational history, hobbies, daily routine, religious or spiritual preferences, friends, past trauma, substance use)
- **A mental status exam and DSM-5 diagnosis**
- **A formulation** (e.g., a statement that summarizes and synthesizes the most important aspects of the case to create a story of the client and their past and presenting problems)

(Hepworth et al., 2023)



Areas of Assessment

Biopsychosocial Evaluation



Areas of Assessment

Biopsychosocial Evaluation

Presenting Problem

- How have you been coping with your presenting problem?
- What resources or supports have you been using?
- What qualities do you have that have enabled you to keep going in the face of such difficulty and stress?

Domains with Potential Needs

Impressions and Recommendations

Strengths in Managing Presenting Problem

(Hepworth et al., 2023)



Areas of Assessment

Biopsychosocial Evaluation

Presenting Problem

- **How severe** is the problem?
- **What meaning** does the client ascribe to the problem?
- **Where** does the problem occur?
- **When** does the problem occur?
- **How often** does the problem occur?
- **How long** has the problem existed?

**Domains with
Potential Needs**

**Impressions and
Recommendations**

**Central Questions
to Assess the
Presenting Problem**

(Hepworth et al., 2023)



Presenting Problem

Areas of Assessment

Biopsychosocial Evaluation

1. Pick scenario

- **Academic stress:** Struggling with exams, procrastination.
- **Family conflict:** Arguments with parents or siblings.
- **Relationship issue:** Breakup or ongoing conflict.
- **Work stress:** Boss conflict, burnout, or job insecurity.
- **Health concern:** Sleep problems, unexplained somatic complaints.
- **Adjustment issue:** Moving to a new city or starting grad school.
- **Substance use:** A friend is worried, but client is ambivalent.
- **Mood/Anxiety:** Persistent sadness, panic, or irritability.

2. Plan out potential direction for client needs

3. Role-play scenario to draw out details of the presenting problem



Areas of Assessment

Biopsychosocial Evaluation

Presenting Problem

Domains with Potential Needs

Impressions and Recommendations

- Psychiatric history
- Medical History
- Substance abuse
- Trauma, safety, and risk
- Family
- Social supports
- Developmental history
- Education and employment history
- Strengths and resources
- Cultural and spiritual



Areas of Assessment

Biopsychosocial Evaluation

Presenting Problem

**Domains with
Potential Needs**

**Impressions and
Recommendations**

Potential Settings

- Healthcare Settings
- Mental Health Settings
- Family & Child Welfare
- School Social Work Setting
- Community & Social Service Settings
- Gerontology & End-of-Life
- Specialized & Other Contexts

Discussion Questions

- How does the purpose of the setting shape the assessment?
- What general information is prioritized?
- What are some of the specific things you would be assessing for?
- Other considerations or constraints we might consider (time, privacy, safety)?



Areas of Assessment

Biopsychosocial Evaluation

Presenting Problem

**Domains with
Potential Needs**

**Impressions and
Recommendations**

- A mental status exam and DSM-5 diagnosis
- Summary and formulation
- Recommendations



DIAGNOSTIC AND STATISTICAL
MANUAL OF
MENTAL DISORDERS

FIFTH EDITION
TEXT REVISION

DSM-5-TR™

AMERICAN PSYCHIATRIC ASSOCIATION

Using the DSM

The Major Reasons

- Common language
- Billing
- Research



Problems With the DSM

(Graybeal, 2001; Shackle, 1985)

- Not strengths based
- Possible loss of personal freedom
- Lifelong labeling
- Variance of diagnoses among professionals



DSM Sections

Each Diagnosis Includes

- Diagnostic Criteria
- Diagnostic Features
- Associated Features
- Prevalence
- Development and Course
- Risk and Prognostic Factors
- Culture-Related Diagnostic Issues
- Sex and Gender-Related Diagnostic Issues
- Association with Suicidal thoughts or Behaviors
- Functional Consequences of the Disorder
- Differential Diagnosis
- Comorbidity

(American Psychiatric Association, 2022)



Conceptualizing and Assessing Social Networks and Social Support

What is an ecomap?

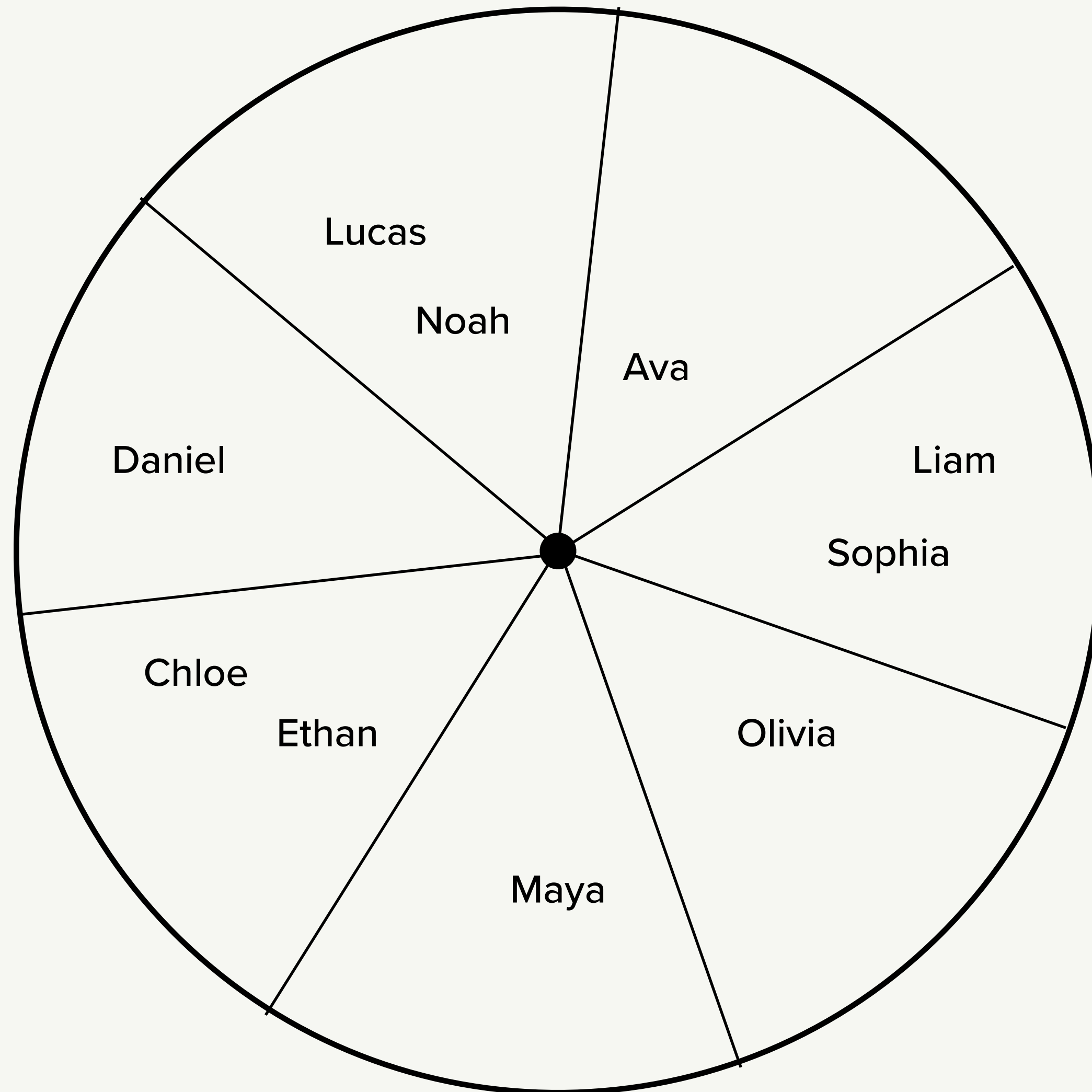
Why might we use one?

What about a social support map/grid?



Social Support Network Map

Household
Other family
Work/school
Clubs/organizations/church
Friends
Neighbors
Formal services



Social Network Grid

Name	Area of Life	Concrete Support	Emotional Support	Information /Advice	Critical	Direction of Help	Closeness	How Often Seen	How Long Known
	1. Household 2. Other family 3. Work/School 4. Organizations 5. Other friends 6. Neighbors 7. Professionals 8. Other	1. Hardly ever 2. Sometimes 3. Almost always	1. Hardly ever 2. Sometimes 3. Almost always	1. Hardly ever 2. Sometimes 3. Almost always	1. Hardly ever 2. Sometimes 3. Almost always	1. Goes both ways 2. You to them 3. They to you	1. Not very close 2. Sort of close 3. Very close	1. Does not see 2. Few times /yr 3. Monthly 4. Weekly 5. Daily	1. Less than 1 yr 2. 1-5 yrs 3. More than 5 yrs

