



<b>Course title:</b>	<b>Applied Assessment Skills in Integrated Health, Mental Health and Substance Abuse</b>	
<b>Course #/term:</b>	SW601, Sec 004, Winter 2021	
<b>Time and place:</b>	Tuesday, 9 am - 12 pm ONLINE via ZOOM Meeting ID: 954 1831 3339 Passcode: W2021 (Link is on Canvas)	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	Foundation Essentials Required or permission of instructor	
<b>Instructor:</b>	Priscilla Cortez, LMSW - Clinical	
<b>Pronouns:</b>	She, her, hers	
<b>Contact info:</b>	<b>Email:</b> <a href="mailto:cortezpc@umich.edu">cortezpc@umich.edu</a>	<b>Phone:</b> 313-451-0219 (text/call)
	You may expect a response within 24 hours if during the week, on weekends, response expected by Monday. If sending email, include "SW 601" in subject line	
<b>Office:</b>	Online via Zoom	
<b>Office hours:</b>	By Appointment	

## Course Statement

### Course description

This course focuses on further developing and deepening skills and competencies to conduct brief, evidence-based and evidence informed developmentally appropriate assessment and screening for common health, mental health, substance use and other behavioral health concerns which impact and/or compromise health. Examples include screening and assessment for risky, harmful or dependent use of substances; cognitive impairment; mental health problems; adjustment to illness, behaviors that compromise health; harm to self or others; and abuse, neglect, and domestic violence, etc.

### Course objectives and competencies

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

- Understanding and application of a holistic approach to health in conducting bio psychosocial spiritual assessments including person in environment (PIE), strengths based client assets, nature of the client/family and social support system, cultural, spiritual and

religious beliefs and other socio-economic resources that impact on health and delivery of care (EPAS 2,3,7).

- Understanding of the signs, symptoms and treatments clients may receive for the most common health conditions, health crises, and comorbidity seen in a variety of practice settings and resulting impact on client well-being. (EPAS 7 ,8).
- Ability to utilize established classification criteria, recognize and identify, the most common mental health and substance use conditions seen in a variety of practice settings. (EPAS 7)
- Competency in conducting brief, evidence-based, and developmentally sensitive screens for risky, harmful, or dependent use of substances, including alcohol, illicit drugs, and prescription medications. (EPAS 4, 7).
- Competency in conducting brief, evidence-based, and developmentally appropriate screens for cognitive impairment. (EPAS 3, 7)
- Competency in conducting brief screens for risk related to self-harm, harm to others, impairments in functional self-care, and environmental safety. (EPAS 3,7)
- Ability to identify signs of abuse, neglect, domestic violence and other trauma in individuals across the lifespan and conduct brief, evidence-based screenings. (EPAS 1,2,3,7)

### **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. Clinical scenarios will address a diverse variety of client populations, needs and practice settings. Video and/or audio taping and presenting of student screening and assessment practice for discussion and learning will be an integral part of skill building in this class.

### **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.

# Class Requirements

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## Text and class materials

### Relevant Textbook

Jordan, C. & Franklin, C. (eds) (2020). Clinical assessment for social workers: quantitative and qualitative methods (5<sup>th</sup> ed). Oxford University Press.

ISBN#: 78-0190071905

There are two ways to obtain the text:

- You can purchase hard copy on Amazon for \$75 w/free shipping or Kindle Version for \$60
- Chegg also has it available to rent for the semester for \$25:  
<https://www.chegg.com/etextbooks/clinical-assessment-for-social-workers-5th-edition-9780190071929-0190071923?trackid=09bf7e25837e&strackid=b244b0f63fd1>
- This book is also available digitally through the UM Library through the HathiTrust Emergency Temporary Access Service: <https://search.lib.umich.edu/catalog/record/018297440>

*Be mindful if you are going to rely on the copy through UM Library it will be first come, first serve as other courses are using it.*

### Supportive Resources:

- National Association of Social Workers (NASW). (2017). NASW Code of Ethics.
- National Association of Social Workers: Washington, D.C NASW Code of Ethics [Here](#)
- DSM 5 Manual
- Available UM Library [Here](#)
- Purchase Kindle Version on Amazon for \$8
- National Institute of Mental Health website [Here](#)

**Articles** – available on Canvas site in weekly Modules and in file folders.

**CLASS SCHEDULE** - Please note this is a tentative course schedule – **use Canvas Modules to guide weekly prep for class.** All articles and videos will be available on Canvas site.

Date	Agenda	Learning Objectives	Readings and Assignments (see Canvas for details about pre-class, live and post-class activities)
Week 1 1/19	Introduction Setting the Stage for Assessment	1. Articulate understanding and application of holistic approach to assessment and implications to intervention planning 2. Articulate understanding of Common Factors Model	<b>READ</b> - CH. 1 Assessment Process & Methods pgs. 3-48 (Textbook)  James Drisko (2013) The Common Factors Model: Its Place in Clinical Practice and Research. <i>Smith College Studies in Social Work</i> , 83:4, 398-413

		3. Articulate ethical considerations relevant to the assessment process	<p><i>Suggested:</i> Bourgois P, Holmes S, Sue K, Quesada J. (2017). Structural vulnerability: Operationalizing the concept to address health disparities in clinical care, <i>Academic Medicine</i>, 92(3):299-307.</p> <p><b>WATCH –</b> What is the Assessment Process Social Work Initial Assessment with Client</p>
Week 2 1/26	Essential Skills	Understanding and application of a holistic approach to health in conducting BPSS assessments including person in environment (PIE), strengths based client assets, nature of the client/family and social support system, cultural, spiritual and religious beliefs and other socio-economic resources that impact on health and delivery of care (EPAS 1,2,3,7).	<p><b>READ –</b> CH. 2, pgs. 57-82</p> <p>Taylor, L., Stotts, N., Humphreys, J., Treadwell, M. &amp; Miaskowski, C. (2013). A biospsychosocial-spiritual model of chronic pain in adults with sickle cell disease. <i>Pain Management Nursing</i>, 14(4), 287-301.</p> <p>Miller, C. (2019). Interviewing strategies, rapport and empathy.</p> <p>Hatala, A. R. (2012). The status of the “biopsychosocial” model in health psychology: Towards an integrated approach and a critique of cultural conceptions. <i>Open Journal of Medical Psychology</i>, 1(04), 51.</p> <p><b>WATCH –</b> What happens During a Psychological Assessment? Assessment, Diagnosis and Treatment Planning in Clinical SW Psychiatric Interviewing: Asking Items on Checklist</p>
Week 3	Assessment Process	Structural Assessment Bias and Strengths based assessments Engagement, Data collection; Perceptual skills; Conceptual skills; Integration of cultural, social, political factors; Integration across mental, physical, SU and	<p>Hatala, A. R. (2012). The status of the “biopsychosocial” model in health psychology: Towards an integrated approach and a critique of cultural conceptions. <i>Open Journal of Medical Psychology</i>, 1(04), 51.</p> <p>Graybeal, C. (2001). Strengths-based Social Work assessment:</p>

		comorbidities across various settings (EPAS 1,2, 3, 4,6,)	transforming the dominant paradigm. <i>Families in Society</i> , 82(3), 233-242. <b>WATCH</b> – Mental Status Exam Clinical Interviewing & Suicide Assmt Suicide Risk Screening Training Suicide Assmt Role Play  Mental Status Exam - Video
Week 4	Consolidation and Demonstration Skills	Demonstrate competencies of BPSS assessment with consideration of core rapport and interviewing skills EPAS 1,2,6,7	<b>No readings. Consolidations and Competency Demonstration Assignments</b>
Week 5	Adults	GAD 7 PHQ 9 MDQ	Siu, A. L., Bibbins-Domingo, K., Grossman, D. C., Baumann, L. C., Davidson, K. W., Ebell, M., ... & Krist, A. H. (2016). Screening for depression in adults: US Preventive Services Task Force recommendation statement. <i>Jama</i> , 315(4), 380-387.  Culpepper, L., Lam, R. W., & McIntyre, R. S. (2017). Cognitive impairment in patients with depression: awareness, assessment, and management. <i>The Journal of Clinical Psychiatry</i> , 78(9), 1383-1394
Week 6	Adults continued	Integrate DSM 5 criteria	Stanton, K., & Zimmerman, M. (2019). Unique and shared features of narcissistic and antisocial personality disorders: Implications for assessing and modeling externalizing traits. <i>Journal of clinical psychology</i> , 75(3), 433-444.  Price, S., Coles, D., Wingold, T. (2017). Integrating Behavioral Health Risk Assessment into Centralized Intake for Maternal and Child Health Services <i>Health &amp; Social Work</i> ,42(4)231–240.  Fruzzetti, A. & Payne, L. (2020). Assessment of parents, couples, and

			families in dialectical behavioral therapy. <i>Cognitive and Behavioral Practice</i> , 27(1), 39-49.
Week 7	Children: Internalizing Disorders	Integrate DSM 5 criteria	<p>O'Reilly, L. &amp; Dolan, P. (2016). The voice of the child in social work assessments: Age-appropriate communication with children. <i>The British Journal of Social Work</i>, 46(5), 1191–1207.</p> <p>George, M., Chandak, S., Wasnick, M., Khekade, S., Gahlod, N., &amp; Shukla, H. (2019). Assessment of child's mental health problems using strengths and difficulties questionnaire. <i>Journal of Oral Research and Review</i>, 11, 7-11.</p> <p>Kiyimba, N. &amp; O'Reilly, M. (2017). The clinical use of Subjective Units of Distress scales (SUDs) in child mental health assessments: A thematic evaluation. <i>Journal of Mental Health</i>.</p> <p>Aboujaoude, E. &amp; Salame, W. (2016). Technology at the service of pediatric mental health: review and assessment. <i>Journal of Pediatrics (Medical Progress)</i>, 171, 2-24.</p>
Week 8	Children: Externalizing Disorders	Integrate DSM5 criteria	<p>Mairs, R., &amp; Nicholls, D. (2016). Assessment and treatment of eating disorders in children and adolescents. <i>Archives of Disease in Childhood</i>, 101(12), 1168-1175.</p> <p>Cancilliere, M. K., Freeman, J., Garcia, A., Benito, K., Sapyta, J., &amp; Franklin, M. (2018). Assessing acute secondary treatment outcomes in early-onset obsessive– compulsive disorder. <i>Child Psychiatry &amp; Human Development</i>, 49(5), 718-729.</p> <p>Brand, K. &amp; Al-Rais, A. (2019). Pain assessment in children. <i>Anaesthesia</i></p>

			<p>&amp;Intensive Care Medicine, 20(6), 314-317.</p> <p>Power, T., Watkins, M., Anastopoulos, A., Reid, R., Lamber, M. &amp; DuPaul, G. (2017) Multi-informant assessment of ADHD symptom-related impairments among children and adolescents. <i>Journal of Clinical Child &amp; Adolescent Psychology</i>, 46:5, 661-67.</p> <p>Haack, L. &amp; Gerdes, A. (2014). Culturally appropriate assessment of functional impairment in diverse children: validation of the ADHD-FX scale with an at-risk community sample. <i>Journal of Attention Disorders</i>, 21(11), 913-920.</p>
Week 9	Consolidation and Demonstration Skills		<b>No readings. Consolidations and Competency Demonstration Assignments</b>
Week 10	Cognitive and Physical Functioning	Mini Mental Status Exam Duke Health Profile ICD-10	<p>Montreal Cognitive Assessment (MoCA) <a href="https://youtu.be/7-9YBnqwZzo">https://youtu.be/7-9YBnqwZzo</a></p> <p>Short Physical Performance Battery (SPPB) <a href="https://youtu.be/N_rJOGhQqZ4">https://youtu.be/N_rJOGhQqZ4</a></p> <p>Schalet, B. D., Hays, R. D., Jensen, S. E., Beaumont, J. L., Fries, J. F., &amp; Cella, D. (2016). Validity of PROMIS physical function measured in diverse clinical samples. <i>Journal of clinical epidemiology</i>, 73, 112-118.</p> <p>Howland, M., Tatsuoka, C., Smyth, K. A., &amp; Sajatovic, M. (2017). Evaluating PROMIS (®) applied cognition items in a sample of older adults at risk for cognitive decline. <i>Psychiatry research</i>, 247, 39-42.</p>
Week 11	Trauma, Violence, Abuse and Neglect	PC-PTSD PCL-C LEC	Hamberger, L. & Brown, J. (2015). Screening and intervention for intimate partner violence in healthcare

			<p>settings: Creating sustainable system-level programs. <i>Journal of Women's Health</i>, 24(1), 86-91.</p> <p>Arbeiter, E. &amp; Roros, K. (2017). Parental engagement in child protection assessment: A qualitative analysis of worker and parent perspectives. <i>International Social Work</i> 60(6) 1469–1481.</p> <p>Fuller, T.L., Pacey, M.S., Schreiber, J.C. (2015). Differential response family assessments: listening to what parents say about service helpfulness. <i>Child Abuse &amp; Neglect</i> 39: 7-17.</p> <p>Harris, N. (2012). Assessment: When Does It Help and When Does It Hinder? Parents' Experiences of the Assessment Process. <i>Child &amp; Family Social Work</i> 17: 180- 91.</p>
Week 12	Self-Harm and Suicide	SAFE-T	<p>Bolton, J., Gunnell, D. and Turecki, G. (2017). Suicide risk assessment and intervention in people with mental illness. <i>British Medical Journal</i>, 351.</p> <p>Chu, J. P., Poon, G., Kwok, K. K., Leino, A. E., Goldblum, P., &amp; Bongar, B. (2017). An assessment of training in and practice of culturally competent suicide assessment. <i>Training and Education in Professional Psychology</i>, 11(2), 69.</p> <p>Dhingra, K., Boduszek, D. and O'Connor, R. (2015). Differentiating suicide attempters from suicide ideators using the Integrated Motivational-Volitional model of suicidal behaviour. <i>Journal of Affective Disorders</i>, 186, 211- 218.</p> <p>Diamond, G. S., Herres, J. L., Ewing, E. S. K., Atte, T. O., Scott, S. W., Wintersteen, M. B., &amp; Gallop, R. J. (2017). Comprehensive screening for</p>



			<p>suicide risk in primary care. <i>American Journal of Preventive Medicine</i>, 53(1), 48-54.</p> <p>Harned, M., Lungu, A., Wilks, C. &amp; Linehan, M. (2017). Evaluating a multimedia tool for suicide risk assessment and management: The Linehan suicide safety net. <i>Journal of Clinical Psychology</i>, 73 (2017), 308-318</p>
Week 13	Substance Abuse	SBIRT, CAGE-AID, AUDIT, CRAFFT, DAST 10	<p>Powers, J., Benningfield. M. &amp; Clinton, B. (2016). SBIRT (Screening Brief Intervention and Referral to Treatment) - A primary care tool to assess for substance use disorder. <i>Tennessee E-Journal</i> 2(1).</p> <p>Levy, S. J., &amp; Williams, J. F. (2016). Substance use screening, brief intervention, and referral to treatment. <i>Pediatrics</i>, 138(1), e20161211.</p>
Week 14	Consolidation and Demonstration Skills		<b>No readings. Consolidations and Competency Demonstration Assignments</b>

**a. Assignments and Expectations.**

Students are expected to complete all assigned course content prior to the appropriate class and to use them as the basis for informed participation in class discussions. It is expected that students will submit work promptly. Failure to meet these expectations will result in a reduction in grades.

Late assignments are accepted in some situations, alternative arrangements for submitting assignments at times other than the due dates may be made with the instructor but must be done with advance notice and a qualifying reason. In cases where assignments have not been met, 3 points will be deducted for each day the assignment is late. Assignments more than 3 days late will NOT be accepted.

There are three graded assignments in this course. In addition, there will be a grade for measurement of class engagement. There will be many more opportunities to assess

progress in student learning through ungraded activities and exercises. Assignments should be submitted using APA style 7 formatting. **Submit all graded assignments on Canvas.**

**1. Student Competency Demonstration #1 BPSS Assessment 15%**

Developing a character and a role play a BPSS, then the two students compare the two assessments (one student is the client the other one is an interviewer). Do a relatively simple case because this is still relatively early in the semester. It may be a good idea to keep developing using the same case throughout the semester to improve complexity.

[a student would get to develop one case, assess one case, and evaluate their partners.

A student would submit a clinical case (the clinical case will not be graded but still needs to be submitted), a BPSS assessment report, and a reflection paper with their experience.

During the feedback, students will share with each other about their perceptions and hinting about next steps in terms of the case development.

**2. Student Competency Demonstration #2 Demonstration of most commonly Used Screening Tools 25%**

Further developing a case with an additional layer of complexity

Students will do a specialized assessment tool and then get feedback from their clients (e.g., introducing the tool, explaining the tool, usage of the tool clinically). The assessment tool plus additional questions required to establish a formal DSM-5 diagnosis.

**3. Student Competency Demonstration #3 Demonstration of Assessment including relevant screening tools of diverse client with multiple concerns/co-morbidities 40%**

Students are presented with a new clinical complex case and will be asked to demonstrate course competencies by completing a comprehensive assessment/screening demonstrating ability to integrate and apply class concepts and skills Grading will be based on skills demonstrated in the submitted video case demonstration.

**4. Measurement of class Engagement**

- a. Completion of feedback/evaluation of other's demonstration competencies
- b. Participation and use of self- rubric
- c. Other pre-class or in-class assignments/activities graded as completed or not completed

## **b. Attendance and class participation**

Attendance is necessary but not sufficient for engaging fully in course material.

Participation is assessed by level of engagement in the course, including taking part in group activities, providing feedback to colleagues, asking questions, and contributing to class discussions.

If personal or professional circumstances require your absence from class or tardiness, please contact the instructor. Note that, even if you are absent from a class, you are still responsible for learning the material and submitting any assignments due that day. Please review the Policy on Class Attendance found in the MSW Student Guide. Also see information regarding COVID-19 (section K) Health-Related Class Absences below (section L).

## **c. Student time expectation**

This is a 3-credit course and is offered online. This means that as a student, you are expected to spend a total of 112.5 hours throughout the 14 weeks (breaks down to 8 hrs. per week) including synchronous and asynchronous classroom time.

We will be using **Zoom meetings** as online method of “in-class” sessions. These sessions will be reduced to 1.5-2 hours. For effective time management and learning purposes we will hold regular synchronous session every **Tuesday from 9-11 AM**. The last hour **11-12pm** is reserved for offline course related work, including group meetings, follow-up assignments, and related coaching calls with instructor. If students are unable to attend or participate in the scheduled session, communication to the instructor is required as soon as possible. If more than two absences occur, the student will need to meet with the instructor and can result in a reduction of your grade.

## **d. Grading**

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

A+ = 100	B+ = 87-89	C+ = 77-79	D = 66-69
A = 96-99	B = 83-86	C = 73-76	E = Less than 66
A- = 90-95	B- = 80-82	C- = 70-72	

[Grades in Academic Courses and in Field Instruction](#)

[Student Grievance procedures](#)

[policy for grading in special circumstances.](#)

[testing and grading from CRLT.](#)

## **e. Accommodations for Students with Disabilities**

If you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities online, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make the request, we can work with the Office of Services for Students with Disabilities to help determine appropriate accommodations. Any information you provide is private and confidential. For more information and resources, please contact Services for Students with Disabilities Office at G664 Haven Hall, 734- 763-3000 or [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)

## **f. Class Recording and Course Materials**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor. Additional information on class recordings can be found on the [Recording and Privacy Concerns FAQ](#).

## **g. COVID-19 Statement**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. 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, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of](#)

[Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

## **h. Health-Related Class Absences**

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email at [cortezpc@umich.edu](mailto:cortezpc@umich.edu) 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.

## **i. Mental Health and Well-being**

The University of Michigan is committed to advancing the mental health and well being of all 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
- [University Health Service \(UHS\)](#) at (734) 764-8320
- [Additional campus health and wellness resources](#) •

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu)

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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*

- *Academic integrity and plagiarism*