



Course title:	Applied Assessment Skills in Integrated Health, Mental Health, and Substance Abuse	
Course #/term:	SW601, Section 008, Winter 2021	
Time and place:	Mondays, January 25 th , 2021 to April 19 th , 2021 2:00pm-3:00pm Independent Pre-Class Work 3:00pm-5:00pm Online Class Meeting (Zoom, Meeting ID 799 911 6378)	
Credit hours:	3 Credits	
Prerequisites:	Foundation Essentials Required or Permission of Instructor	
Instructor:	Gina Ambrogio, LMSW	
Pronouns:	She, Her, Hers	
Contact info:	Email: ggiinnaa@umich.edu	Phone: 586-322-1714
	You may expect a response to all emails within 24 hours.	
Office:	3738 SSWB (However, I will not be on campus this semester.)	
Office hours:	By Appointment	

1. Course Statement

a. 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.

b. 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)

c. Course Design:

This course encourages a “flipped classroom” format in which students complete pre-class work (readings, videos, etc.). The majority of class time used for ALL students will focus on engaging in active clinical practice of assessment and screening using client vignettes and/or student-generated detailed client scenarios/role plays which represent diverse populations, health concerns/diagnoses, co-morbidities and lived experiences. Active practicing of skills, engaging in role-playing, observation and critical analysis of assessment process and mutually constructive feedback is critical to the skill development focus of this class. 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.

d. Intensive Focus on PODS:

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Consideration will be given to the ways in which diversity factors such as age, race, ethnicity, disadvantage, gender, sexual orientation, sexual identity, class, immigration status, ability, family status, geographic location, ethnicity and culture interact with and impact health, mental health and behavioral health impact assessment and screening. Culturally responsive engagement in the assessment process will be a focus.

2. Class Requirements

a. Text and Class Materials:

All reading materials for the course will be made available in the associated module within the Canvas site. To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all assigned readings and module activities prior to class each week. Required reading assignments will be integrated into class sessions in lectures and discussions. Additional resources and helpful tools will also be shared on the Canvas site throughout the semester.

b. Class Schedule:

Below is a schedule of the course including weekly topics, required readings, and assignments. Please note that additional content is included within the modules on our course canvas site for completion.

As I am still in the process of developing the course material, I have not yet listed assigned readings for each week. Class sessions that do not currently have assigned readings scheduled (as indicated with “To Be Determined”) will have assigned content posted into the corresponding Canvas module at a minimum of one week prior to the class session.

Any other changes to the course schedule will occur at least a week in advance (when circumstances permit) and will be shared over email and posted onto Canvas.

Date & Topic	Readings & Assignments
Week 1: January 25th -Introductions -Syllabus Review	No assigned readings.
Week 2: February 1st -Essential Skills	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. Garg, A., Boynton-Jarrett, R., & Dworkin, P. (2016). Avoiding the unintended consequences of screening for social determinants of health. <i>The Journal of the American Medical Association</i> , 316:8, 813-814. Miller, C. (2019). Interviewing Strategies, Rapport, and Empathy, 44-48. In: Segal D. (eds) <i>Diagnostic Interviewing</i> . Springer, New York, NY.
Week 3: February 8th -Assessment Process	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. Graybeal, C. (2001). Strengths-based Social Work assessment: transforming the dominant paradigm. <i>Families in Society</i> , 82(3), 233-242.
Week 4: February 15th -Demonstrations of Assignment #1	No assigned readings. No class meeting; time provided for meeting with Assignment #1 partner. Assignment #1 (Part 1) due by 2/15 at 3:00pm on Canvas. Assignment #1 (Part 2) due by 2/18 at 11:59pm on Canvas.
Week 5: February 22nd -Assessments with Adults	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>The Journal of the American Medical Association</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 Assignment #1 (Part 3) due by 2/22 at 3:00pm on Canvas. Assignment #1 (Part 4) due by 2/25 at 11:59pm on Canvas.

<p>Week 6: March 1st -Assessments with Adults, Continued -Assessments with Children</p>	<p>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, 75</i>(3), 433-444.</p> <p>O'Reilly, L. & Dolan, P. (2016). The voice of the child in social work assessments: Age-appropriate communication with children. <i>The British Journal of Social Work, 46</i>(5), 1191–1207.</p> <p>Kiyimba, N. & 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>Mairs, R., & Nicholls, D. (2016). Assessment and treatment of eating disorders in children and adolescents. <i>Archives of Disease in Childhood, 101</i>(12), 1168-1175.</p> <p>Stein, M.T., Benninga, M.A., & Felt, B.T. (2017). An 8-year-old boy with treatment-resistant encopresis. <i>Journal of Developmental and Behavioral Pediatrics, 38</i>(2), S19-S22.</p>
<p>Week 7: March 8th -Assessments with Children, Continued</p>	<p>Kamp-Becker, I. et al. (2018). Diagnostic accuracy of the ADOS and ADOS-2 in clinical practice. <i>European Child and Adolescent Psychiatry, 27</i>, 1193-1207.</p> <p>Power, T., Watkins, M., Anastopoulos, A., Reid, R., Lamber, M. & DuPaul, G. (2017) Multi-informant assessment of ADHD symptom-related impairments among children and adolescents. <i>Journal of Clinical Child & Adolescent Psychology, 46</i>:5, 661-67.</p> <p>Haack, L. & 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, 21</i>(11), 913-920.</p> <p>Martel, M. (2019). Chapter 4: The importance and ease of assessment of oppositional-defiant disorder. The clinician's guide to oppositional defiant disorder: Symptoms, assessment, and treatment. Elsevier Science & Technology.</p> <p>George, M., Chandak, S., Wasnick, M., Khekade, S., Gahlod, N., & Shukla, H. (2019). Assessment of child's mental health problems using strengths and difficulties questionnaire. <i>Journal of Oral Research and Review, 11</i>, 7-11.</p>
<p>Week 8: March 15th -Assignment #2</p>	<p>No assigned readings. No class meeting; time provided for completion of Assignment #2.</p> <p>Assignment #2 due by 3/15 at 11:59pm on Canvas.</p>

<p>Week 9: March 22nd -Cognitive and Physical Functioning Across the Lifespan</p>	<p>Mlinac, M.E. & Feng, M.C. (2016). Assessment of activities of daily living, self-care, and independence. <i>Archives of Clinical Neuropsychology, 31</i>, 506-516.</p> <p>Schalet, B. D., Hays, R. D., Jensen, S. E., Beaumont, J. L., Fries, J. F., & Cella, D. (2016). Validity of PROMIS physical function measured in diverse clinical samples. <i>Journal of Clinical Epidemiology, 73</i>, 112-118.</p>
<p>Week 10: March 29th -Trauma, Violence, Abuse and Neglect: Implications Across the Lifespan</p>	<p>Harris, N. (2012). Assessment: When Does It Help and When Does It Hinder? Parents' Experiences of the Assessment Process. <i>Child & Family Social Work 17</i>: 180 - 91.</p> <p>Carr, S., Hardy, A., & Fornells-Ambrojo, M. (2018). The trauma and life events (TALE) checklist: Development of a tool for improving routine screening in people with psychosis. <i>European Journal of Psychotraumatology, 9</i>(1).</p>

	<p>Hamberger, L.K., Rhodes, K., & Brown, J. (2015). Screening and intervention for intimate partner violence in healthcare settings: Creating sustainable system-level programs. <i>Journal of Woman's Health, 24</i>(1), 86-91.</p> <p>Brijnath, B., Gahan, L., Gaffy, E., & Dow, B. (2020). "Build rapport, otherwise no screening tools in the world are going to help": Frontline service providers' views on current screening tools for elder abuse. <i>The Gerontologist, 60</i>(3), 472-482.</p> <p>Wigham, S., Hatton, C., & Taylor, J.L. (2011). The Lancaster and Northgate trauma scales (LANTS): The development and psychometric properties of a measure of trauma for people with mild to moderate intellectual disabilities. <i>Research in Developmental Disabilities, 32</i>, 2651-2659.</p>
<p>Week 11: April 5th -Self-harm and Suicide Across the Lifespan</p>	<p>Watch- <i>Voices of Suicide: Learning from Those Who Lived</i> (Link available on Canvas)</p> <p>Bolton, J., Gunnell, D. and Turecki, G. (2017). Suicide risk assessment and intervention in people with mental illness. <i>British Medical Journal, 351</i>.</p> <p>Chu, J. P., Poon, G., Kwok, K. K., Leino, A. E., Goldblum, P., & Bongar, B. (2017). An assessment of training in and practice of culturally competent suicide assessment. <i>Training and Education in Professional Psychology, 11</i>(2), 69.</p>
<p>Week 12: April 12th -Substance Abuse Assessment Across the Lifespan</p>	<p>Hargraves, D., White, C., Frederick, R., Cinibulk, M., Peters, M., Young, A., & Elder, N. Implementing SBIRT (Screening, Brief Intervention and Referral to Treatment) in primary care: lessons learned from a multi-practice evaluation portfolio. <i>Public Health Reviews, 38</i>(31).</p> <p>Levy, S. J., & Williams, J. F. (2016). Substance use screening, brief intervention, and referral to treatment. <i>Pediatrics, 138</i>(1), e20161211.</p> <p>Watch- <i>SBIRT Assessment Videos</i> (Links available on Canvas)</p>
<p>Week 13: April 19th -Demonstrations of Assignment #3</p>	<p>No assigned readings. No class meeting; time provided for meeting with Assignment #3 partner.</p> <p>Assignment #3 (Part 1) due by 4/19 at 3:00pm on Canvas. Assignment #3 (Part 2) due by 4/21 at 11:59pm on Canvas. Assignment #3 (Part 3) due by 4/21 at 11:59pm on Canvas. Assignment #3 (Part 4) due by 4/24 at 11:59pm on Canvas.</p>

c. Assignments:

Students are expected to complete all assigned course content prior to the appropriate class date and to use them as the basis for informed participation in class meetings. It is expected that students will complete and submit their work promptly on Canvas by the due date of each assignment. Late submission of assignments may result in a reduction in grade.

There are three graded assignments in the course, as well as a grade given for course engagement. **Additional details regarding each assignment including instructions, examples, and a grading rubric will be provided during the course.**

Assignment	Due Date	Percent of Course Grade
Assignment #1: BioPsychoSocial Assessment	Part 1: February 15 th by 3:00pm Part 2: February 18 th by 11:59pm Part 3: February 22 nd by 3:00pm Part 4: February 25 th by 11:59pm	15%
Assignment #2: Screening Tool Demonstration	March 15 th by 11:59pm	20%
Assignment #3: BioPsychoSocial Assessment	Part 1: April 19 th by 3:00pm Part 2: April 21 st by 11:59pm Part 3: April 21 st by 11:59pm Part 4: April 24 th by 11:59pm	30%
Class Engagement --Class Attendance --Participation in Discussion --Pre-Class Assignments --In-Class Assignments	Ongoing Throughout the Course	35%

d. Attendance and Class Participation:

Attendance at all class sessions is required. Participation in the class, including taking part in group activities, providing feedback, asking questions, and contributing to class discussions will be monitored throughout the course so that class engagement can be evaluated for grading purposes. Due to the online format of the class, it is requested that students leave their videos on during class to create a welcoming and engaged learning environment.

If personal or professional circumstances require your absence from class, please promptly inform your instructor via email. It is the responsibility of the student to ensure that any missed content is reviewed. Students may review the [Policy on Class Attendance](#) found in the MSW Student Guide.

e. Grading:

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

100 and Above: A+	88 to 90: B+	78 to 80: C+	68 to 70: D+
94 to 99: A	84 to 87: B	74 to 77: C	64 to 67: D
91 to 93: A-	81 to 83: B-	71 to 73: C-	63 and Below: E

Assignments that are submitted beyond the due date are subject to a 10% loss of credit, unless otherwise determined. For additional information, students may review the MSW Student Guide policies on [Grades in Academic Courses](#) and in [Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

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 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 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.

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*