



Course title:	Applied Assessment Skills in Integrated Health, Mental Health and Substance Abuse	
Course #/term:	SW601, Section 003, Winter 2022	
Time and place:	Tuesday, 9 AM – 12 PM, <i>Room:</i> 3629, SSWB	
Credit hours:	3	
Prerequisites:	Foundation Essentials Required or permission of instructor	
Instructor:	Priscilla Cortez, LMSW	
Pronouns:	She, her, hers	
Contact info:	Email: cortezpc@umich.edu	Phone: 313-451-0219 (text/call)
	You may expect a response within 24 hours if during the weekday, on weekends, response is expected by Monday. **If sending email, include “601” in subject line	
Office:	3768 SSWB	
Office hours:	Tuesday, 12pm – 1pm by Appointment	

Course Statement

Course Description

This course focuses on a holistic approach in promoting the development and deepening of assessment and screening skills and competencies. Conducting brief, evidence-based and evidence-informed assessments and screenings for common health, mental health, substance use and other behavioral health concerns which impact and/or compromise health and well-being will be the focus of this course. Holistic approaches which are developmentally appropriate across the life span and relevant in a variety of settings will be applied. Grounding of the assessment process in person-in-environment perspective (PIE), strengths-based approaches, the nature of the client/family and social support systems, cultural, spiritual and religious beliefs and other socio-economic resources that impact health and client well-being will be included. Examples of screenings and assessments addressed in this course include a focus on mental health problems; adjustment to illness; risky, harmful or dependent use of a variety of substances (e.g. alcohol, illicit drugs, prescription medications, etc.); cognitive impairment; harm to self or others; abuse, neglect, and domestic violence; and behaviors that compromise health among others.

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)
- Evaluate 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)
- Utilize established classification criteria to identify the most common mental health and substance use conditions in a variety of practice settings (EPAS 7)
- Conduct brief, evidence-based, and developmentally sensitive screens for risky, harmful, or dependent use of substances (EPAS 4, 7)
- Analyze brief, evidence-based, and developmentally appropriate screens for cognitive impairment (EPAS 3, 7)
- Conduct brief screens for risk related to self-harm, harm to others, impairments in functional self-care, and environmental safety (EPAS, 3, 7)
- Classify 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

TEXT & CLASS MATERIALS

Relevant Textbook

Jordan, C. & Franklin, C. (eds) (2020). Clinical assessment for social workers: quantitative and qualitative methods (5th ed). Oxford University Press.
ISBN#: 9780190071905

There are multiple ways to obtain the text:

- You can purchase hard copy at UM Online Bookstore (Barnes and Noble), or 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>
- Vital Source also has it for *rent* for a longer period of time for \$36.50:
- <https://www.vitalsource.com/products/clinical-assessment-for-social-workers-v9780190071929>
- 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.*

Other Readings:

- Articles assigned to read will be available on Canvas site in weekly Modules and in file folders. A summary of them will be available at the end of the term.
- The expectation is to read the recommended articles* within each module BEFORE that Class day, in order to fully engage in the course topic and develop key competencies. (Changes, if any, to these required readings will be made no later than a week before class time and students will be notified).
- Additional readings may be posted on Canvas as a point of reference and for later use/exploration but not required to read before class.

Supportive Resources:

- National Association of Social Workers (NASW). NASW Code of Ethics. [Here](#)
- DSM 5 Manual
- UM Library Catalog
- National Institute of Mental Health website. [Here](#)
- Substance Abuse and Mental Health Services Administration website. [Here](#)

CLASS SCHEDULE

Please note that 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/Time	Topic & Objectives	Required Readings & Assignments
Week 1	<p>Setting the Stage for Assessment</p> <p>1. Articulate understanding and application of holistic approach to assessment and implications to intervention planning</p> <p>2. Articulate understanding of Common Factors Model</p> <p>3. Articulate ethical considerations relevant to the assessment process</p>	<p>READ: Textbook Ch 1 Assessment Process & Methods pgs. 3-48 (Ch.1 uploaded on Canvas)</p> <p>Articles posted in Canvas</p> <p>WATCH – Videos posted in Canvas</p>
Week 2	<p>The Assessment Process</p> <p>Structural Assessment</p> <p>Bias and Strengths based assessments</p> <p>Engagement, Data collection; Perceptual skills; Conceptual skills; Integration of cultural, social, political factors; Integration across mental, physical, SU and comorbidities across various settings (EPAS 1,2, 3, 4,6,)</p>	<p>READ: Textbook CH. 2 Quantitative Clinical Assessment Methods</p> <p>Garg, A., Boynton-Jarret, R., Dworkin, P.H. (2016). Avoiding the unintended consequences of screening for social determinants of health, <i>JAMA</i>, 316(8): 813-814.</p> <p><i>By Groups:</i></p> <ul style="list-style-type: none"> ● 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 ● Taylor, L., Stotts, N., Humphreys, J., Treadwell, M. & Miaskowski, C. (2013). A biosychosocial-spiritual model of chronic pain in adults with sickle cell disease. <i>Pain Management Nursing</i>, 14(4), 287-301. <p>WATCH - Videos Posted in Canvas</p>

<p>Week 3</p>	<p>Essential Skills in SW Assessment 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 socioeconomic resources that impact on health and delivery of care (EPAS 1,2,3,7)</p>	<p>READ: Graybeal, C. (2001). Strengths-based Social Work assessment: transforming the dominant paradigm. <i>Families in Society</i>, 82(3), 233-242.</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><i>Suggested</i> Miller C. (2019) Interviewing strategies, rapport, and empathy</p> <p>WATCH - Videos Posted in Canvas</p>
<p>Week 4 Sept 24</p>	<p>Skill Lab Session 1 Demonstrate competencies of BPSS assessment with consideration of core rapport and interviewing skills EPAS 1,2,6,7</p>	<p>No readings. Consolidations and Competency Demonstration Assignments</p>
<p>Week 5</p>	<p>Social Work Assessments w/Adults - Part 1</p>	<p>READ: Textbook CH.6 Adults</p> <p>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.</p> <p>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</p>
<p>Week 6</p>	<p>Social Work Assessments w/Adults - Part 2</p>	<p>READ: Textbook: Chapter 7 Family Systems; Chapter 9 Multicultural Assessment</p> <p>Clark, L. A., Nuzum, H., & Ro, E. (2018). Manifestations of personality impairment</p>

		<p>severity: comorbidity, course/prognosis, psychosocial dysfunction, and 'borderline' personality features. Current opinion in psychology, 21, 117-121</p> <p>Stanton, K., & Zimmerman, M. (2019). Unique and shared features of narcissistic and antisocial personality disorders: Implications for assessing and modeling externalizing traits. Journal of clinical psychology, 75(3), 433-444.</p> <p>Fruzzetti, A. & Payne, L. (2020). Assessment of parents, couples, and families in dialectical behavioral therapy. Cognitive and Behavioral Practice, 27(1), 39-49.</p>
Week 7	Social Work Assessments w/Children - Part 1	<p>READ: Textbook Chapter 5 Children and Adolescents</p> <p>Singh, M. K. (2019). Principles of Assessment of Mood Disorders in Childhood. Clinical Handbook for the Diagnosis and Treatment of Pediatric Mood Disorders, 1.</p> <p>O'Reilly, L. & Dolan, P. (2016). The voice of the child in social work assessments: Age-appropriate communication with children The Traumatic Impact of Racism and Discrimination on Young People and How to Talk About it</p>
Week 8	Social Work Assessments w/Children - Part 2	<p>Cancelliere, M. K., Freeman, J., Garcia, A., Benito, K., Sapyta, J., & Franklin, M. (2018). Assessing Acute Secondary Treatment Outcomes in Early-Onset Obsessive–Compulsive Disorder. Child Psychiatry & Human Development, 49(5), 718-729</p> <p>Mairs, R., & Nicholls, D. (2016). Assessment and treatment of eating disorders in children and adolescents. Archives of Disease in Childhood, 101(12), 1168-1175.</p> <p>George, M., Chandak, S., Wasnick, M., , Khekade, S., Gahlod, N., & Shukla, H. (2019). Assessment of child's mental health problems</p>

		<p>using strengths and difficulties questionnaire. Journal of Oral Research and Review, 11, 7-11.</p> <p>Diagnostic Accuracy of the ADOS and ADOS-2 in Clinical Practice</p>
Week 9	Skills Lab Session 2	No readings. Consolidations and Competency Demonstration Assignments
Week 10	Assessment for Cognitive & Physical Conditions	<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. Journal of clinical epidemiology, 73, 112-118.</p> <p>Howland, M., Tatsuoka, C., Smyth, K. A., & Sajatovic, M. (2017). Evaluating PROMIS (®) applied cognition items in a sample of older adults at risk for cognitive decline. Psychiatry research, 247, 39-42.</p>
Week 11	Assessment for Trauma, Violence, Abuse & Neglect Assessment for Self-harm Across the Lifespan	<p>READ: Textbook: Chapter 8 Trauma & Adverse Childhood Experiences, Chapter 10 Assessment for Suicide Risk</p> <p>Hamberger, L. & Brown, J. (2015). Screening and intervention for intimate partner violence in healthcare settings: Creating sustainable system-level programs. Journal of Women's Health, 24(1), 86-91.</p> <p>Harris, N. (2012) 'Assessment: When Does It Help and When Does It Hinder? Parents' Experiences of the Assessment Process', Child & Family Social Work 17: 180-91.</p>
Week 12	Tentative * Part 2 of previous week**	<p>Bolton, J., Gunnell, D. and Turecki, G. (2017). Suicide risk assessment and intervention in people with mental illness. British Medical Journal, 351.</p> <p>Chu, J. P., Poon, G., Kwok, K. K., Leino, A. E.,</p>

		<p>Goldblum, P., & 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. 4. Diamond, G. S., Herres, J. L., Ewing, E. S. K., Atte, T. O., Scott, S. W., Wintersteen, M. B., & Gallop, R. J. (2017). Comprehensive screening for suicide risk in primary care. <i>American Journal of Preventive Medicine</i>, 53(1), 48-54.</p>
Week 13	Assessment for Substance Use Behaviors/Disorders	<p>READ: Hargraves et al. Public Health Reviews (2017). Implementing SBIRT in Primary Care: Lessons Learned From a Multi-Practice Evaluation Portfolio.</p> <p>Levy, S. J., & Williams, J. F. (2016). Substance use screening, brief intervention, and referral to treatment. <i>Pediatrics</i>, 138(1), e20161211</p>
Week 14	Skills Lab Session 3 (Final)	No readings. Consolidations and Competency Demonstration Assignments

ASSIGNMENTS

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 which will be counted towards participation grade. **Submit all graded assignments on Canvas in the identified format and due date described in Canvas.**

Student Competency Demonstration #1: Bio-Psycho-Social-Spiritual Assessment Simulation 1. You will be expected to complete the following

- Complete Client Profile and Pre-BPSS report (Due 24 hrs before)
- Participate in live Simulation of BPSS and Role-Play Client
- Complete Post - BPSS report

Student Competency Demonstration #2: Clinical Interviewing Take-Home

- Watch content & Take Note of techniques, skills, and principles
- Complete Assignment #2 Worksheet and submit on Canvas

Student Competency Demonstration #3: Bio-Psycho-Social-Spiritual Assessment Simulation 2. Take Case developed from Assignment #1, and add a more complex narrative. You will complete the following:

- Complete Client Profile and Pre-BPSS report (Due 24 hrs before)
- Participate in live Simulation of BPSS and Role-Play Client
- Complete Post - BPSS report

Class Participation & Engagement: Participation will be graded by attendance to class, and or communication to instructor when absence is expected. In addition, mini exams, demonstration of skills in class and participation in group and individual reflections in class will be counted towards participation. Note: It is YOUR responsibility as the student to inform the instructor if you plan to be significantly late (15+ min), need to leave early, absent or need to make-up work. You can email ahead of time to coordinate as needed.

Assignment	Due date	Percent of overall grade
Student Competency Demonstration #1: BPSS Assessment Simulation 1	Feb 1 Submit online via Canvas, by uploading recording, and submitting written documents where indicated.	15%
Student Competency Demonstration #2: Clinical Interviewing Watch, Take Note, Reflect	March 15 Submit online via Canvas	25%
Student Competency Demonstration #3: BPSS Simulation 2	April 12 Submit online via Canvas, by uploading recording, and submitting	40%

	written documents where indicated	
Class Participation & Engagement	Ongoing	20%

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 peers, 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).

Student Time & Expectation

This is a 3-credit course and is offered in- person. 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 for simulation recordings asynchronously, so familiarizing yourself with this technology will ensure your ability to submit Assignments. For effective time management and learning purposes we will focus the 3 hr lecture to engage in learning, and in-class practice. The last hour may occasionally be reserved for offline course related work, including group meetings, follow-up assignments, and related meetings with the 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.

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
A- = 90-95	B- = 80-82	C- = 70-72	

For further guidance on the School of Social Work's Academic and Professional Policies please refer to the [2021-2022 MSW Student Guide](#), including policies on [grading](#), and [attendance](#), among others.

Accommodations for Students with disabilities

If you need 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

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.

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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). 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](#).

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*