



<b>Course title:</b>	<b>Applied Assessment Skills in Integrated Health, Mental Health and Substance Abuse</b>
<b>Course #/term:</b>	SW 601   Section 003   Winter 2023
<b>Time and place:</b>	Tuesday, 9:00 AM-12:00 PM, <i>Room:</i> 3629 SSWB
<b>Credit hours:</b>	3
<b>Instructor:</b>	Phillip Luttrell, LMSW, CAADC
<b>Pronouns:</b>	He/Him/His
<b>Contact info:</b>	<b>Email:</b> Phillutt@umich.edu <b>Phone:</b> 989-413-9115 (call/text) <ul style="list-style-type: none"><li>• Allow 24-48 hours for a response. Weekend (Friday after 12N through Sunday) correspondence will be returned on Mondays</li></ul>
<b>Office:</b>	2740 SSWB
<b>Office hours:</b>	Office Hours are by appointment

## 1. 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:

- Apply the holistic approach to health in conducting bio psychosocial spiritual assessments (EPAS 2, 3, 7)
- Evaluate of the signs, symptoms and treatments clients may receive for the most common health conditions, health crises, and comorbidity (EPAS 7, 8)
- Utilize established classification criteria to identify the most common mental health and substance use conditions (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 (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.

## **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

Jordan, C., & Franklin C. (2020). Introduction to clinical assessment. In C. Jordan, & C. Franklin (Eds.), Clinical assessment for social workers: Quantitative and methods (5th eds). Oxford University Press. ISBN#: 9780190071905

There are multiple ways to obtain the text:

- You can purchase hard copy at Barnes and Noble or Amazon
  - <https://www.barnesandnoble.com/w/clinical-assessment-for-social-workers-catheleen-jordan/1123961487?ean=9780190071905>
  - [https://www.amazon.com/Clinical-Assessment-Social-Workers-Quantitative/dp/0190071907/ref=asc\\_df\\_0190071907/?tag=hyprod-20&linkCode=df0&hvadid=459440614792&hvpos=&hvnetw=g&hvrand=15388970871475396070&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9015714&hvtargid=pla-942790695729&pssc=1](https://www.amazon.com/Clinical-Assessment-Social-Workers-Quantitative/dp/0190071907/ref=asc_df_0190071907/?tag=hyprod-20&linkCode=df0&hvadid=459440614792&hvpos=&hvnetw=g&hvrand=15388970871475396070&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9015714&hvtargid=pla-942790695729&pssc=1)
- Chegg also has it available to rent for the semester for via eTextbook for \$29.99
  - <https://www.chegg.com/textbooks/clinical-assessment-for-social-workers-5th-edition-9780190071929-0190071923>
- Vital Source also has it for rent for a longer period of time for \$39.99:  
<https://www.vitalsource.com/products/clinical-assessment-for-social-workers-v9780190071929>
- This book is also available digitally through the UM Library through the Hathi Trust 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.

**All other materials will be available through the course Canvas site.**

## Class schedule

Date/Time	Agenda	Required Readings & Assignments
<b>Week 1:</b> 1/10- Jan. 10 <sup>th</sup>	<b>Setting the Stage for Assessment</b>	<b>Read:</b> No assigned readings prior to class  Review Course Syllabus  <b>Watch:</b> Videos Posted on Canvas
<b>Week 2:</b> 1/17- Jan. 17 <sup>th</sup>	<b>The Assessment Process</b>	<b>Read:</b> <b>Textbook CH.1</b> Assessment Process & Methods pgs. 3-48 and <b>CH.2</b> Quantitative Clinical Assessment pgs. 57–89  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.  <b>By Groups Assigned in the First Class:</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• Taylor, L., Stotts, N., Humphreys, J., Treadwell, M. &amp; Miaskowski, C. (2013). A biopsychosocial-spiritual model of chronic pain in adults with sickle cell disease. <i>Pain Management Nursing</i>, 14(4), 287-301.</li> </ul> <b>Watch:</b> Videos Posted on Canvas
<b>Week 3:</b> 1/24- Jan. 24 <sup>th</sup>	<b>Essential Skills in Social Work Assessment</b>	<b>Read:</b> <b>CH.3</b> Standardized Assessment Measures pgs. 89–138 and <b>CH.4</b> Qualitative Clinical Assessment Methods pgs. 139–176  Graybeal, C. (2001). Strengths-based Social Work assessment: transforming the dominant paradigm. <i>Families in Society</i> , 82(3), 233-242.  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.  Miller, C. (2019). Interviewing strategies, rapport, and empathy. In D. L. Segal (Ed.) <i>Diagnostic interviewing</i> <b>pgs. 29-53</b>  <b>Watch:</b> Videos Posted on Canvas
<b>Week 4</b> 1/31- Jan. 31 <sup>st</sup>	<b>Skill Lab Session 1</b>	<b>NO READINGS!!!!</b>

<p><b>Week 5</b> 2/7- Feb. 7<sup>th</sup></p>	<p><b>Social Work Assessment with Adults, Part 1</b></p>	<p><b>Read:</b> Textbook <b>CH.6</b> Adults pgs. 225–254/pgs. 337-368</p> <p>Siu, A. L., Bibbins-Domingo, K., Grossman, D. C., Baumann, L. C., Davidson, K. W., Ebell, M., ... &amp; 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., &amp; 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><b>Watch:</b> Videos Posted on Canvas</p>
<p><b>Week 6</b> 2/14- Feb. 14<sup>th</sup></p>	<p><b>Social Work Assessment with Adults, Part 2</b></p>	<p><b>Read:</b> Textbook: <b>CH.9</b> Multicultural Assessment</p> <p>Clark, L. A., Nuzum, H., &amp; Ro, E. (2018). Manifestations of personality impairment severity: comorbidity, course/prognosis, psychosocial dysfunction, and 'borderline' personality features. <i>Current opinion in psychology</i>, 21, 117-121.</p> <p>Stanton, K., &amp; 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.</p> <p>Fruzzetti, A. &amp; Payne, L. (2020). Assessment of parents, couples, and families in dialectical behavioral therapy. <i>Cognitive and Behavioral Practice</i>, 27(1), 39-49.</p> <p><b>Watch:</b> Videos Posted on Canvas</p>
<p><b>Week 7</b> 2/21- Feb 21<sup>st</sup></p>	<p><b>Social Work Assessment with Children, Part 1</b></p>	<p><b>Read:</b> Textbook <b>CH.5</b> Children and Adolescents pgs. 177–225</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> <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>O'Reilly, L. &amp; Dolan, P. (2016). The voice of the child in social work assessments: Age-appropriate communication with children</p>

		<p>Svetaz, M. V., Coyne-Beasley, T., Trent, M., Wade, R. Ryan, M. H., Kelley, M., Chulani, V., Matters, W. T. (2019). The Traumatic Impact of Racism and Discrimination on Young People and How to Talk About it</p> <p><b>Watch:</b> Videos Posted on Canvas</p>
<p><b>Week 8</b> 3/7- Mar. 7<sup>th</sup></p>	<p><b>Social Work Assessment with Children, Part 2</b></p>	<p><b>Read:</b> <b>Textbook CH.7</b> Family Systems pgs. 265–306</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>Kamp-Becker, I. et al. (2018). Diagnostic accuracy of the ADOS and ADOS-2 in clinical practice. <i>European Child and Adolescent Psychiatry</i>, 27, 1193-1207.</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><b>Watch:</b> Videos Posted on Canvas</p>
<p><b>Week 9</b> 3/14- Mar. 14<sup>th</sup></p>	<p><b>Skill Lab Session 2</b></p>	<p><b>NO READINGS!!!!</b></p>
<p><b>Week 10</b> 3/21- Mar. 21<sup>st</sup></p>	<p><b>Assessment for Cognitive and Physical Conditions</b></p>	<p><b>Read:</b> 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> <p><b>Watch:</b> Videos Posted on Canvas</p>
<p><b>Week 11</b> 3/28- Mar. 28<sup>th</sup></p>	<p><b>Assessment for Trauma, Violence, Abuse, and Neglect Assessment for Self-harm Across the Lifespan</b></p>	<p><b>Read:</b> <b>Textbook: CH.8</b> Trauma &amp; Adverse Childhood Experiences <b>and CH.10</b> Assessment for Suicide Risk</p> <p>Hamberger, L. &amp; Brown, J. (2015). Screening and intervention for intimate partner violence in healthcare settings: Creating sustainable system-level programs. <i>Journal of Women's Health</i>, 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', <i>Child &amp; Family Social Work</i> 17: 180–91.</p> <p><b>Watch:</b> Videos Posted on Canvas</p>
<p><b>Week 12</b> 4/4- Apr. 4<sup>th</sup></p>	<p><b>Tentative Part 2</b> <b>of previous week</b></p>	<p><b>Read:</b> 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. 4.</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 suicide risk in primary care. <i>American Journal of Preventive Medicine</i>, 53(1), 48-54.</p> <p><b>Watch:</b> Videos Posted on Canvas</p>
<p><b>Week 13</b> 4/11- Apr.11<sup>th</sup></p>	<p><b>Assessment for</b> <b>Substance Use</b> <b>Behaviors/Disord</b> <b>ers</b></p>	<p><b>Read:</b> Hargraves et al. <i>Public Health Reviews</i> (2017). Implementing SBIRT in Primary Care: Lessons Learned from a Multi-Practice Evaluation Portfolio.</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> <p><b>Watch:</b> Videos Posted on Canvas</p>
<p><b>Week 14</b> 4/18 Apr. 18<sup>th</sup></p>	<p><b>Final Skill Lab</b> <b>Session 3</b></p>	<p><b>NO READINGS!!!!</b></p>

## Assignments

This is a clinical skill method course in which you will learn how to conduct real-world social work assessments with clients from different backgrounds and experience various psychosocial challenges. There will be three major assignments throughout the

semester, all of which are designed to help you to learn, practice, reflect, and improve on your clinical assessment skills. Below provides a brief outline of the three major assignments, and you can learn more about the assignments on Canvas.

**Assignment 1: Bio-Psycho-Social-Spiritual (BPSS) assessment simulation 1**

This is a two-part assignment for which (in part 1) you are asked to develop a client profile and write a BPSS assessment on the client that you developed. In part 2, you will engage in a live simulation as a clinician interviewing one of your classmates (week 4 skill lab) and write a BPSS assessment about the client that you interviewed. You will have the opportunity to hear from your “client” after your assessment interview and to reflect on the interview/simulation.

**Assignment 2: Clinical Interviewing: Watch, Take Note, and Reflect**

In this assignment, you are asked to evaluate and comment on a clinical interview that is done by other clinicians. The main purpose of this assignment is to offer an opportunity for you to approach the clinical assessment from a different perspective, i.e., stepping out of your student role and stepping into an evaluator role. In addition, it is also anticipated that you will use what you would learn in this class and intentionally use these acquired knowledge when evaluating another clinician’s work.

**Assignment 3: BPSS assessment simulation 2**

This is a two-part assignment similar to Assignment 1 for which (in part 1) you are asked to continue developing the client profile you developed in Assignment 1. With an increased complexity of your newly developed client profile, you will write a BPSS assessment on the new client. In part 2, you will engage in a live simulation as a clinician interviewing one of your classmates (week 14) and write a BPSS assessment about the client that you interviewed. You will have the opportunity to hear from your “client” after your assessment interview and to reflect on the interview/simulation.

<b>Assignment</b>	<b>Due Date</b>	<b>% of Overall Grade</b>
Assignment 1: Bio-Psycho-Social-Spiritual (BPSS) assessment simulation 1	<b>See Canvas for the due dates for the different parts of the assignment.</b> Submit online via Canvas	<b>15%</b>
Assignment 2: Clinical Interviewing: Watch, Take Note, and Reflect	<b>Mar. 21<sup>st</sup> by 11:59pm</b> Submit online via Canvas	<b>25%</b>
Assignment 3: BPSS assessment simulation 2	<b>Apr. 23<sup>th</sup> by 11:59pm</b> Submit online via Canvas	<b>40%</b>



Class Participation and Engagement	Ongoing	<b>20%</b>

### **Attendance and class participation**

Participation will be graded by attendance to class, and or communication to instructor when absence is expected. In addition, 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. Please review [the Policy on Class Attendance](#) found in the MSW Student Guide. **Assignments may be submitted up to one week without point reduction.**

### **Grading**

<b>A+ = 100</b>	<b>B+ = 86-89</b>	<b>C+ = 75-78</b>
<b>A = 95-99</b>	<b>B = 82-85</b>	<b>C = 70-74</b>
<b>A- = 90-94</b>	<b>B- = 79-81</b>	<b>C- = 65-69</b>
<b>A final % lower than a 65% is considered a F (fail) for this class</b>		

### **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*