



<b>Course title:</b>	Applied Assessment Skills in Integrated Health, Mental Health, and Substance Abuse	
<b>Course #/term:</b>	SW 601, Section 004, Winter 2023	
<b>Time and place:</b>	Tuesdays, January 10 <sup>th</sup> , 2023, to April 18 <sup>th</sup> , 2023 9:00am – 12:00pm, Zoom (Link to be available on Canvas)	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	Foundation Essentials Required or Permission of Instructor	
<b>Instructor:</b>	Gina Ambrogio, LMSW	
<b>Pronouns:</b>	She, Her, Hers	
<b>Contact info:</b>	<b>Email:</b> ggiinnaa@umich.edu	<b>Phone:</b> 586-322-1714
	You may expect a response to all emails within 24 hours.	
<b>Office:</b>	3738 SSWB (However, I am only on campus on Mondays)	
<b>Office hours:</b>	By Appointment	

## 1. Course Statement

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### 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

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### a. Text and Class Materials:

**Required Text:** Jordan, Cathleen, & Franklin, Cynthia. (2021). *Clinical Assessment for Social Workers: Quantitative and Qualitative Methods*. New York, NY : Oxford University Press.

All additional 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. All materials that are expected to be read, viewed, or completed prior to class will be included within the Canvas Module for that specified week of class. Please note that additional content is included within the modules on our course canvas site for completion.

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
<p><b>Week 1: January 10<sup>th</sup></b>                      -Introductions                      -Syllabus Review                      -Setting the Stage for Assessment</p>	<p>No assigned readings.</p> <p>Please review the course syllabus prior to the class.</p> <p>Watch: “<i>Assessment Process</i>” Video, located in Module 1.</p>
<p><b>Week 2: January 17<sup>th</sup></b>                      -The Assessment Process</p>	<p>Jordan &amp; Franklin (2020), Chapters 1 and 2.</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>Graybeal, C. (2001). Strengths-based Social Work assessment: transforming the dominant paradigm. <i>Families in Society</i>, 82(3), 233-242.</p>
<p><b>Week 3: January 24<sup>th</sup></b>                      - Essential Skills in Social Work Assessment</p>	<p>Jordan &amp; Franklin (2020), Chapters 3 and 4.</p> <p>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.</p> <p>Garg, A., Boynton-Jarrett, R., &amp; 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.</p> <p>Miller, C. (2019). Interviewing Strategies, Rapport, and Empathy, 44-48. In: Segal D. (eds) <i>Diagnostic Interviewing</i>. Springer, New York, NY.</p>
<p><b>Week 4: January 31<sup>st</sup></b>                      - Skill Lab Session 1</p>	<p>No assigned readings. Class meeting will be utilized to provide time for the completion of Assignment #1.</p> <p><b>Assignment #1 (Part 1-Client Profile &amp; BPS) due by 1/24 at 9:00am</b>  <b>Assignment #1 (Part 2- Recording &amp; BPS) due by 2/5 at 11:59pm</b></p>

<p><b>Week 5: February 7<sup>th</sup></b> - Social Work Assessment with Adults, Part 1</p>	<p>Jordan &amp; Franklin (2020), Chapter 6.</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>The Journal of the American Medical Association</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>Assignment #1 (Part 3-Reflection Paper) due by 2/12 at 11:59pm.</b></p>
<p><b>Week 6: February 14<sup>th</sup></b> - Social Work Assessment with Adults, Part 2</p>	<p>Jordan &amp; Franklin (2020), Chapter 9.</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><b>Week 7: February 21<sup>st</sup></b> - Social Work Assessment with Children, Part 1</p>	<p>Jordan &amp; Franklin (2020), Chapter 5.</p> <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>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>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><b>Midterm Course Evaluation due by 1/21 at 11:59pm.</b></p>
<p><b>February 28<sup>th</sup> – University Spring Break – No Class</b></p>	
<p><b>Week 8: March 7<sup>th</sup></b> - Social Work Assessment with Children, Part 2</p>	<p>Jordan &amp; Franklin (2020), Chapter 7.</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>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>Martel, M. (2019). Chapter 4: The importance and ease of assessment of oppositional-defiant disorder. <i>The clinician's guide to oppositional defiant disorder: Symptoms, assessment, and treatment.</i> Elsevier Science &amp; Technology.</p>

<p><b>Week 9: March 14<sup>th</sup></b> - Skill Lab Session 2</p>	<p>No assigned readings. Class meeting will be utilized to provide time for the completion of Assignment #2.</p> <p><b>Assignment #2 due by 3/14 at 11:59pm.</b></p>
<p><b>Week 10: March 21<sup>st</sup></b> - Assessment of Cognitive and Physical Functioning</p>	<p>Mlinac, M.E. &amp; Feng, M.C. (2016). Assessment of activities of daily living, self-care, and independence. <i>Archives of Clinical Neuropsychology</i>, 31, 506-516.</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><b>Week 11: March 28<sup>th</sup></b> -Assessment of Trauma, Violence, Abuse, and Neglect</p>	<p>Jordan &amp; Franklin (2020), Chapter 8.</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>Carr, S., Hardy, A., &amp; 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</i>, 9(1).</p> <p>Hamberger, L.K., Rhodes, K., &amp; Brown, J. (2015). Screening and intervention for intimate partner violence in healthcare settings: Creating sustainable system-level programs. <i>Journal of Woman's Health</i>, 24(1), 86-91.</p> <p>Brijnath, B., Gahan, L., Gaffy, E., &amp; 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</i>, 60(3), 472-482.</p> <p>Wigham, S., Hatton, C., &amp; 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</i>, 32, 2651-2659.</p>
<p><b>Week 12: April 4<sup>th</sup></b> -Assessment of Self-Harm and Suicide</p>	<p>Jordan &amp; Franklin (2020), Chapter 10.</p> <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><b>Week 13: April 11<sup>th</sup></b> -Assessment for Substance Use Behaviors</p>	<p>Hargraves, D., White, C., Frederick, R., Cinibulk, M., Peters, M., Young, A., &amp; 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</i>, 38(31).</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>Watch- <i>SBIRT Assessment Videos</i> (Links available on Canvas)</p>

<p><b>Week 14: April 18<sup>th</sup></b> -Skill Lab Session 3</p>	<p>No assigned readings. Class meeting will be utilized to provide time for the completion of Assignment #3.</p> <p><b>Assignment #3 (Part 1-Client Profile &amp; BPS) due by 4/11 at 9:00am.</b>  <b>Assignment #3 (Part 2-Recording &amp; BPS) due by 4/23 at 11:59pm.</b>  <b>Assignment #3 (Part 3-Reflection Paper) due by 4/23 at 11:59pm.</b></p>
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**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
<p>Assignment #1: BioPsychoSocial Assessment</p>	<p>Part 1: January 24<sup>th</sup> by 9:00am  Part 2: February 5<sup>th</sup> by 11:59pm  Part 3: February 12<sup>th</sup> by 11:59pm</p>	<p>30%</p>
<p>Assignment #2: Clinical Interviewing: Watch, Take Note, and Reflect</p>	<p>March 14<sup>th</sup> by 11:59pm</p>	<p>20%</p>
<p>Assignment #3: BioPsychoSocial Assessment</p>	<p>Part 1: April 11<sup>th</sup> by 9:00am  Part 2: April 23<sup>rd</sup> by 11:59pm  Part 3: April 23<sup>rd</sup> by 11:59pm</p>	<p>30%</p>
<p>Class Engagement:  --Class Attendance (17.5 points)  --Participation in Discussion  --Pre-Class Assignments  --In-Class Activities  --Midterm Course Evaluation (2.5 points)</p>	<p>Ongoing Throughout the Course</p>	<p>20%</p>

**d. Attendance and Class Participation:**

Attendance at all class sessions is required. Each class provides students with 1.25 points toward their attendance grade. 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. Given the online format of this course, it is requested that students leave their cameras on, other than for brief moments in which they may need to step away. This is done to promote an engaged and participatory online class environment.

If personal or professional circumstances require your absence from class, please promptly inform your instructor via email. To make up attendance points for the session, students may complete a brief reflection paper on one of the assigned reading assignments for that week of class. The Reflection Paper must be 1-2 pages, double spaced. It can be submitted to the instructor via email within a week following the student's absence. 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:

Above 100: A+	88 to 90: B+	78 to 80: C+	68 to 70: D+
94 to 100: 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. 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](#).

#### **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.

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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*