



INTERPROFESSIONAL MENTAL HEALTH & ADDICTIONS (IMHA) POST-DEGREE DIPLOMA

IMHA 512 Assessment & Planning

Instructor: Dr. Michelle Bass

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Office Hours: by appointment

Required Materials

Dennison, S.J. (2003). *Handbook of the Dually Diagnosed Patient*. Philadelphia PA: Lippincott, Williams and Wilkins.

Morrison, J. (2006). *DSM-IV Made Easy*. New York: Guilford Press.

Pearson . My Helping Lab. Online Resource available at <http://www.myhelpinglab.com>

Robinson, David, J. (2002). *The Mental Status Exam Explained*. Rapid Psychler Press

Seligman, L. *Conceptual Skills for Mental Health Professionals*. Pearson Educ. Inc.



Course Description

This course presents models and approaches for the assessment of acute and persistent mental health and for addiction challenges in older teen, adult, and older adult individuals. Foundational knowledge includes the development and manifestation of challenges in these age groups, including cultural, environmental, and personal influences.

Learning Outcomes

Upon successful completion of IMHA 512 learners will:

1. Demonstrate knowledge of mental health disorders.
2. Demonstrate knowledge of substance abuse disorders, theories of addiction and concurrent mental health and addictions.
3. Describe key indicators of common mental health and addiction challenges across the teen, adult and older adult lifespan.
4. Describe developmental, personal, environmental, and family factors known to predispose, precipitate and perpetuate mental health and addiction challenge; and known to impact resilience.

5. Demonstrate knowledge of a variety of approaches needed to assess and understand the nature of the presenting problem (e.g. mental status exam, multi-axial assessment, risk assessment and approaches to family functioning).
6. Demonstrate the ability to conduct a mental health assessment in single and multiple diagnostic scenarios.

Prerequisites: Successful completion of IMHA 510 and 511

Students must obtain at least a B- in this course to proceed in the Diploma program.

Mandatory Participation: This course is delivered via a dynamic D2L format. Participation in all activities and in the asynchronous online discussions is mandatory.

Student Assessment

There will be three assignments for this course. The assignments include:

Assignment 1 - Assigned Reflection/Discussion Topics for each module- Value - 50%

Module	Assignment	Grade Value	Due Date	Post
Unit 1 - Addictions & Addictive Processes	Activity 1.1	Part A- 5%	September 30	Drop-box and question 1 to discussion Discussion
	Activity 1.2	Part B- 2%	October 2	
Unit 2 - Concurrent Disorders	Activity 1.2	6%	October 2	Drop-box
	Activity 2.1	3%	October 9	Drop-box
Activity 2.2	8%			
Unit 3 - Case Formulation	Group Project- Activity 3.1	Part A-10%	October 16	Discussion and drop-box
		Part B- 3%	October 18	Discussion
Unit 4 - Social History	Activity 4- Part two	6%	October 23	Drop-box
Unit 5 - Assessment Scales	Activity 5.1	4%	October 29	Discussion
	Activity 5.2	3%	October 30	Drop-box

For each Discussion Topic, the instructor will assess participation according to the following criteria:

- Ability to communicate your ideas in a timely fashion, demonstrate critical thinking skills and organize your comments on the Discussion Topic posting in a logical fashion
- Ability to integrate the course material (readings, website review, module content) into each Discussion Posting
- Ability to promote or deepen the level of discussion and challenge ideas within the small group

Assignment Two: Essay - Worth 20%- Due October 25th

1. Choose a mental disorder that you wish to research in more depth. Make sure that the references you use are peer reviewed and published after 2000. On the basis of your research on the topic write a paper that synthesizes the important biological, developmental, and psycho-social risk factors that predispose, precipitate and perpetuate this disorder and which are known to impact resilience. Make sure that one of the risk factors you address is substance misuse. The paper must include a summary table as outlined below. Post your table under the Discussion Section (Bio psychosocial Risk and Resilience Assessment) by October 25. The paper should be 8-10 pages in length (including summary table), and double spaced. Put it in the drop-box by October 25

Risk and protective factors for -----

Risk Factors	Protective Factors
Biological	
Psychological	
Social	

Marking Guidelines

Content (10 marks)

- Demonstrate a sound understanding of the special topic (correct use of terminology; an in-depth explanation of topic)
- Use of critical analysis of literature (5marks)
- **Style and Referencing** (5 marks)
- Clearly defined sections and flows well (introduction, conclusion, etc.)
- Well referenced
- References are current and from a variety of sources
- Students correctly use the *Publication Manual of the American Psychological Association* (6th ed.)

Assignment Three: Gathering Information, Developing and Delivering a Written Assessment

Value: 30%

Due: Nov 5th

The purpose of this assignment is to provide a written Bio-psychosocial Assessment for a mental health and addiction outpatient service. In order to stimulate a practice situation, each person will get the opportunity to play the client and practitioner. For those of you who cannot meet in person, you can avail yourselves of Skype to conduct this interview. Ask me if you do not know how to use this technology.

At the beginning of week four you should begin the intake interview. Partner with a student. You will each get to take a turn to role-play the client and a turn to take on the role of practitioner.

The client:

As the client who is challenged by dual diagnosis, you will come prepared to talk about your history and troubles. You do not necessarily know what is wrong but you are being referred by your physician to a mental health intake counselor. Your task will be to familiarize yourself with some of the symptoms of the concurrent diagnosis, and to come up with a history to support your role as a client seeking service. Do not share this with the counselor beforehand. It is his/her job to obtain the information and make sense of it.

The practitioner:

In the role of practitioner, you will be required to interview your client and to provide a written Bio psychosocial Assessment report. If appropriate to the case, you are encouraged to use various assessment instruments or protocols that are available to you from the course material when assessing your client. For example, you can ask your client to complete the assessment instruments during and after the formal interview.

Written Product: Bio psychosocial Assessment

In the interview, you are also required to conduct a Bio psychosocial Assessment and mental status exam. Your assessment will provide a clear statement of your diagnostic impressions, bio psychosocial formulation and treatment plan.

Important Information:

Please note I have embedded this task within the course so you will have the necessary background to conduct this assessment. This process unfolds as follows. In week four you conduct your social history. In week five, you consider the assessments tools you would have used in the interview. In week 6 you process the information and complete the written section on diagnostic impression, psychosocial formulation and treatment plan

The written assessment should address the following (value 22%):

1. A brief introduction on who was seen and tools used to gain information
2. Chief complaint, and reasons for the evaluation
3. History of the present illness
4. Past psychiatric history
5. History of substance use/abuse
6. Past social and developmental history
7. Current social history

8. Family history
9. Medical history
10. Mental status examination
11. DSM-1V diagnostic impression (multi-axial diagnosis)
12. Psychosocial formulation and treatment plan

You will submit the written assessment in the drop-box and bring a printed copy to the class on November 5th.

Case Presentation- on Bio-psychosocial Assessment- 8%- November 5th

1. On November 5th in our in class seminar you will present in **10 minutes** your social history. The presentation should briefly state the social history - giving us sufficient information so we can understand how you arrived at the diagnostic impression, psycho-social formulation and treatment plan. The primary focus should be on DSM-1V Diagnostic Impression (multi-axial diagnosis), the Psychosocial Formulation and Treatment Plan

Grading Criteria for written product

Demonstrated knowledge of mental health disorder and treatment issues
 Demonstrated ability to integrate and synthesize information
 Appropriate use of assessment tools
 Thoroughness of the written assessment
 Logical Treatment Plan
 Clarity of written style, grammar and organization of material

Grading Criteria for oral presentation:

1=Weak 2=Somewhat Weak 3=Average 4= Strong 5=Very Strong

1. The presentation seems to be well researched.
1 2 3 4 5
- 2.. The presentation is well organized and easy to understand.
1 2 3 4 5
3. The students seems to have a clear understanding of his/her topic.
1 2 3 4 5
4. The student has presented their project with enthusiasm and clarity.
1 2 3 4 5
5. The student delivers ideas in a clear and concise manner, without depending too much on notes.
1 2 3 4 5

Agenda November 5th- Mandatory Seminar

Please bring your text books to the seminar. The seminar will focus on integrating the material learned in the course. It will be interactive and applied. I will be providing case studies and we will be working in teams.

Learning & Support Services for Students

There are a variety of services available for students to assist them throughout their learning. This information is available in the college calendar, student services or the college web site at <http://www.camosun.bc.ca>

Student Conduct Policy

It is the student's responsibility to become familiar with the content of this policy. The policy is available in each school administration office, registration, and on the college website in the policy section. <http://www.camosun.bc.ca/policies/policies.html>

GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.