

Screening & Assessment

Purpose

These learning activities can be completed after watching the **Child Health BC Provincial Pediatric Mental Health Education Webinar #2: [Screening & Assessment](#)** and can be incorporated into mental health education sessions for individuals or groups.

Learning Objectives

1. Build on current knowledge regarding components of the Mental Status Exam specific to children & youth.
2. Fostering greater balance in colonial health and wellness assessments through exploration of diverse knowledge systems, perspectives, and approaches.
3. Review pediatric mental health initial screening and assessment tools to identify focus of intervention/treatment.

Learning Activities

Activities Mental Status Exam (MSE)

Time	Target Audience	Activity	Outcome
2.0 hours	Individual	LearningHub course #7700: MHSU Mental Status Exam eLearning Course NOTE: this is a Northern Health Authority based course that is open to all.	Learner is able to complete a mental status exam using appropriate questions; and can make connections between gather information and the impact it may have on the patient’s health status.
5-15 minutes	Individual	Video#1: Mental Status Examination - Psychiatric Mental Health Nursing Principles (Level Up RN YouTube video) Video #2: Mental Status Exam Mnemonics (Memorable Psychiatry Lecture YouTube video) Watch one or both of these videos for a quick overview of how to complete a mental status assessment	Learner is able to describe the components of a mental status exam.
10-15 minutes	Group or Individual	Choose one component of the Mental Status Exam and explore the different factors	Learner is able to demonstrate applying the

		that can contribute to their presentation (ex. cultural norms/differences, discrimination, marginalization, colonialism, etc.). Consider ways to account for these factors when completing your assessment and practice implementing.	mental status exam assessment.
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Activities: Self-Awareness, Power/Privilege, Intersectionality and Cultural Considerations

Time	Target Audience	Activity	Outcome
15- 20 minutes	Group or Individual	Review this First Nations Health Authority resource: First Nations Perspective on Health and Wellness (fnha.ca) Write down/discuss how this perspective can inform your current assessments.	Learner is able to describe and incorporate the First Nations perspective on wellness into their personal practice.
10-20 minutes	Group or Individual	Review the Thunderbird Partnership Foundation's Native Wellness Assessment Discuss/reflect on which components might be useful to consider when you complete your assessments?	Learner is able to critically reflect on this assessment tool and identify opportunities to apply new techniques to their current assessment practices.
2 minutes	Individual	Watch this video by Martin Luther King Creative Maladjustment Complete a reflective journal exercise and Consider what ways might the patients you walk alongside may be proud to be maladjusted?	Learner is able to critically reflect on maladjustment and the impact it has on patients they are supporting.

60-90 minutes	Group or Individual	<p>Watch Dr. Darien Thira’s 2020 presentation for Vancouver Coastal Health The Community is the Medicine: A Culturally-Rooted Postcolonial Approach to Healing and Wellness - YouTube</p> <p>And review their Recognizing the signals of suicide: Response checklist</p> <p>Consider suicide screening from an Indigenous health perspective and discuss factors that may enhance current suicide prevention/intervention strategies.</p>	Learner is able to describe factors may enhance current suicide prevention/intervention strategies to support Indigenous patients
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Activities: Additional Screening Tools

Time	Target Audience	Activity	Outcome
60 minutes	Individual	Complete the activities and self-assessment in the Compass Toolkit: Suicide Risk Assessment	Learner can demonstrate how to access and utilize an appropriate tool to screen a pediatric patient for suicidal risk and support safety planning.
60 minutes	Individual	Complete the activities and self-assessment in the Compass Toolkit: Youth Substance Use/Concurrent Disorders	Learner can demonstrate how to access and utilize appropriate tools to screen and support a pediatric patient for substance use concerns.
10-15 minutes	Individual	<p>Check out the content on the HEADS-ED site. In the video section, there are short videos that walk through an assessment using the HEADS-ED tool.</p> <p>(Individual) Compare completing the HEADS-ED for a child under six years old, and a child over six years old. Reflect on how the content and sample questions differ.</p>	Learner has developed skills and understanding to apply HEADS-ED to their practice to assist in mental health screening.

		How could you apply this approach in your practice?	
25 minutes	Individual	<p>Watch: HEARTSMAP video (2017)</p> <p>The HEARTSMAP tool is designed to support clinicians to conduct an efficient comprehensive psychosocial evaluation for children and youth presenting with mental health concerns.</p> <p>(Individual) Complete a reflective journal entry to identify some examples of risk assessments outlined in the tool and possible interventions that you could incorporate into your practice.</p>	Learner understands the background to the evolution of the HEARTSMAP tool, and is able to identify appropriate opportunities to integrate this tool into practice.
10-20 minutes	Group	<p>Choose a screening tool currently in use in your area, or that is listed in the 'additional resource' section of this document (below). Practice completing the tool with a partner or small group. Consider the following questions in relation to the tool:</p> <ol style="list-style-type: none"> 1. How are you including family/community? 2. Is the tool holistic in nature? 3. In what way(s) might your approach change with an older/younger child? 4. Do you know what tools are used in your organization? 5. Is the tool built into the electronic health record (if applicable)? 	Learner is able to critically reflect on this assessment tool and identify opportunities to apply new techniques to their current assessment practices.

Additional Resources to Explore

- Black, T. (2013). *The assessment of suicide and risk inventory (ASARI)*. Vancouver, Canada. [Assessment of Suicide and Risk Inventory \(ASARI\)](#), [User's Guide](#)
- Boston Children's Hospital. (May 2015). *Adolescent SBIRT toolkit for providers: Adolescent screening, brief intervention and referral for treatment for alcohol and other drug use*. Boston Children's Hospital, USA. [S2BI Toolkit.pdf \(mcpap.com\)](#)
- NOTE:** *S2BI is a short tool used to identify severe substance use disorder in adolescents and identify youth who would benefit most from a referral.*
- Brokenleg, M. (May 17, 2013). First peoples principles of learning. Video excerpt from BC First Nations Knowledge Keeper's Principles of Learning and Dr. Martin Brokenleg's presentation of the Circle of Courage at the Truth and Reconciliation Commission hearings held May 17 2013 in Williams Lake, BC. [First Nations Principles of Learning - YouTube](#)
- CHEO. (n.d.) *HEADS-ED: Mental health and addiction screening tool for children and young people*. CHEO, Ottawa. [HEADS-ED - Welcome to HEADS-ED](#)
- Doan, Q., Black, T. (2015). *HEARTSMAP program: an emergency psychosocial assessment and management tool for children and youth*. BC Children's Hospital, Canada. [HEARTSMAP](#)
- Knight, J. R. (2020). *The CRAFFT 2.1 interview*. Boston Children's Hospital, USA. [CRAFFT 2.1+N](#)
- NOTE:** *The Car, Relax, Alone, Forget, Friends, Trouble (CRAFFT) Screening Tool is a widely used, validated, screening tool for the assessment of alcohol and drug use in adolescents. The CRAFFT 2.1+N contains extra questions related to tobacco and nicotine use.*
- Kutcher, S., Chehil, S. (2007). *Tool for assessment of suicide risk: Adolescent version (TASR-A)*. MentalHealthLiteracy.org [Tool for Assessment of Suicide Risk Adolescent \(TASR-A\)](#) and [TASR-Am](#) (modified)
- Mate, G. (January 19, 2021). How childhood trauma leads to addiction. Afterskool Youtube video [How Childhood Trauma Leads to Addiction - Gabor Maté](#): Video
- Mental Health America. (2021). Strength in communities: 2021 Bebe Moore Campbell national minority mental health awareness month toolkit. Mhanational.org [BIPOC-MHM-Toolkit-2021_Final_03_0.pdf \(mhanational.org\)](#)
- National Institute of Mental Health. (June 13, 2017). *asQ suicide risk screening toolkit*. [Ask Suicide-Screening \(ASQ\) toolkit](#)
- Posner, K., Brent, D., Lucas, C., Gould, M., Stanley, B., Brown, G., Fisher, P., Zelazny, J., Burke, A., Oquendo, M., Mann, J. (version June 23, 2010). *Columbia-suicide severity rating scale (C-SSRS): Pediatric – since last contact – communities and healthcare*. New York State Psychiatric Institute, USA. [Columbia Suicide Severity Rating Scale](#)