



# DOANE UNIVERSITY

## SYLLABUS

COU 632 Assessment, Case Planning and Management of Mental Health and Substance Abuse Clients

### Course Content

<i>Course Number:</i>	COU 632
<i>Course Title:</i>	Assessment, Case Planning and Management of Mental Health and Substance Abuse Clients
<i>Course Dates:</i>	October 16 – December 16, 2017
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Keri Nider
<i>Office:</i>	308- 765-2401
<i>Office Email:</i>	keri.nider@doane.eduN
<i>Office Hours:</i>	By Appointment
<i>Meeting Times:</i>	Wednesdays 6 pm – 10:30 pm

### Course Description

An examination of, and hands-on practice of, case management with mental health and substance abuse clients that looks at client strengths and areas of psychosocial challenges, presenting problems and specific needs. Making interpersonal connection, attitude exploration, working with client goals, and managing cases based on valid assessment will lead to development of individualized treatment plans with measurable goals, objectives, progress notes, and gathering of collateral information. Students will survey commonly used assessment instruments. Upon completion of this course, students will identify basic elements of case planning, will demonstrate the ability to write progress notes, produce an individualized treatment plan incorporating measurable goals and collateral information, and be able to identify the most common assessment instruments.

Required core course.

### **Additional Course Information**

In this course students learn to identify client strengths and areas of psychosocial challenge, assess client readiness for change; identify presenting problems, and specific needs. Professionals must work with clients to construct a corresponding plan that guides recommended treatment. Treatment planning includes formulating client goals that are flexible and meet the individual needs of the client. Providing a valid assessment constitutes the basis for appraising the data and making diagnostic judgements for level of care and referral. Case management requires the practitioner to objectively weigh client data to coordinate care through development of an individualized treatment plan that consists of measurable goals and objectives, progress notes, discharge planning and case management activities with periodic clinical reviews.

### **Course Objectives:**

1. Students will demonstrate knowledge of the multiple roles and functions of counselors, and their relationships with other human service and health care systems, including coordinating client care, making appropriate referrals and the need for consultation.
2. Students will demonstrate knowledge of the ethical standards of counseling.
3. Students will demonstrate knowledge of culturally relevant strategies for establishing and maintaining counseling relationships.
4. Students will demonstrate knowledge of case management functions, including clinical case review and biopsychosocial case conceptualization skills.
5. Students will demonstrate knowledge of strategies to prepare for and conduct initial meetings with clients to collect data, including screening, intake interview, client history, client orientation, and selecting appropriate assessment tools.
6. Students will demonstrate knowledge of and the ability to formulate appropriate, individualized treatment plans or intervention plans with measurable goals and objectives.
7. Students will demonstrate knowledge of various assessment tools, including alcohol/drug assessment, symptom checklists, risk assessment, personality testing and interview styles to evaluate client behaviors/issues.
8. Students will demonstrate knowledge of the diagnostic process and the ability to utilize the diagnostic information to determine level of care and referral.
9. Students will demonstrate knowledge of principles, models and documentation formats, including progress notes, discharge plans, record keeping, clinical case review, and third party reimbursement.

**REQUIRED TEXT:** Johnson, D. & Johnson, S. (2003) **Real world treatment planning.** Brooks/Cole, Cengage Learning: Belmont CA

ISBN-13: 9780534596798

Summers, N. (2016) **Fundamentals of case management practice: Skills for the**

**human services** (5th ed.) Cengage Learning: Boston MA  
 ISBN 130509476X

**SUPPLEMENTAL TEXT:**

CACREP Standards Addressed in this Course
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Program Objective	Standard Identifier	Standard	Core Function	Assessment
2	2.F.1.b	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	<ul style="list-style-type: none"> <li>• Referral</li> <li>• Consultation</li> </ul>	Reading reflection question
	2.F.1.i	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling		Reading reflection question
	2.F.1.j	technology's impact on the counseling profession	<ul style="list-style-type: none"> <li>• Reports &amp; recordkeeping</li> </ul>	Reading reflection question
5	2.F.5.d	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	<ul style="list-style-type: none"> <li>• Client education</li> </ul>	Article critique
	2.F.5.e	the impact of technology on the counseling process		Reading reflection questions
5	2.F.5.g	essential interviewing, counseling, and case conceptualization skills	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Case management</li> <li>• Tx planning</li> </ul>	Case file

3	2.F.5.h	developmentally relevant counseling treatment or intervention plans	<ul style="list-style-type: none"> <li>• Tx planning</li> </ul>	Case file
3	2.F.5.i	development of measurable outcomes for clients	<ul style="list-style-type: none"> <li>• Tx planning</li> </ul>	Case file
2	2.F.5.k	strategies to promote client understanding of and access to a variety of community-based resources	<ul style="list-style-type: none"> <li>• Case management</li> <li>• Referral</li> </ul>	Reading reflection questions
5	2.F.7.b	methods of effectively preparing for and conducting initial assessment meetings	<ul style="list-style-type: none"> <li>• Assessment</li> </ul>	Case file
7	2.F.7.c	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	<ul style="list-style-type: none"> <li>• Screening</li> <li>• Assessment</li> <li>• Crisis intervention</li> </ul>	Case file
7	2.F.7.e	use of assessments for diagnostic and intervention planning purposes	<ul style="list-style-type: none"> <li>• Assessment</li> </ul>	Case file
7	2.F.7.k	use of symptom checklists, and personality and psychological testing	<ul style="list-style-type: none"> <li>• Screening</li> <li>• Assessment</li> <li>• Client education</li> </ul>	Case file
7	2.F.7.l	use of assessment results to diagnose developmental, behavioral, and mental disorders	<ul style="list-style-type: none"> <li>• Screening</li> <li>• Assessment</li> </ul>	Case file
7	2.F.7.m	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results		Reading reflection questions
7	2.F.8.c	needs assessments	<ul style="list-style-type: none"> <li>• Screening</li> <li>• Assessment</li> </ul>	Reading reflection questions
7	5.C.1.c	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	<ul style="list-style-type: none"> <li>• Tx Planning</li> <li>• Case Management</li> <li>• Reports &amp; recdkeeping</li> </ul>	Case file

2	5.C.2.c	mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Tx planning</li> <li>• Case management</li> <li>• Referral</li> </ul>	Reading reflection questions
7	5.C.2.d	diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	<ul style="list-style-type: none"> <li>• Case management</li> <li>• Consultation</li> </ul>	Reading reflection questions
7	5.C.2.m	record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	<ul style="list-style-type: none"> <li>• Reports &amp; recdkeeping</li> </ul>	Case file
7	5.C.3.a	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	<ul style="list-style-type: none"> <li>• Tx planning</li> <li>• Case management</li> </ul>	Reading reflection questions
2	5.C.3.d	strategies for interfacing with integrated behavioral health care professionals	<ul style="list-style-type: none"> <li>• Case management</li> <li>• Referral</li> </ul>	Reading reflection questions

Measurement of Outcomes

Assignments (Direct):

Instructor Evaluations (Indirect):

Instructional Methods

This class will include

Suggestions for getting the most out of this Course

Not required for CACREP. Section to include specific instructor/class instructions for students such as participation, asking questions, having reading assignments completed, etc.

Course Requirements

**Assignments including specific details and points awarded including where the assignment should be turned in. Livetext should be used as much as possible. Any specific rubrics/assessments used for assignments should be stated within the description**

Evaluation Criteria

**Final Grade**

The final grade will be based on the following criteria:

Assignments listed with percentage of each assignment based on total grade.

**Grading Scale:**

<b>A+</b>	100-97	<b>B+</b>	89.9-87	<b>C+</b>	79.9-77	<b>D+</b>	69.9-67	<b>F</b>	Below 60
<b>A</b>	96.9-93	<b>B</b>	86.9-83	<b>C</b>	76.9-73	<b>D</b>	66.9-63		
<b>A-</b>	92.9-90	<b>B-</b>	82.9-80	<b>C-</b>	72.9-70	<b>D-</b>	62.9-60		

## Expectations

Not required for CACREP. Section to include instruction/class specific rules. This could include attendance requirements, classroom behavior, instructor requirements with late assignments, etc.

## Tentative Schedule

Date	Topic	Reading Assignment	Assignment Due
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			

## Course Declarations

**LiveText/Blackboard Usage:** LiveText and Blackboard will be utilized to collect various artifacts that can represent the student's body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student's personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

**Questions, Concerns, Grievances:** Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

### **Non-Discrimination Policy**

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or

access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

### **Title IX Policy Statement**

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

### **Academic Integrity**

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

### **Access/Services for Students with Disabilities**

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

**Changes in Syllabus:** Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.