


  
 D O A N E      C O L L E G E
   
**Course Syllabus**

**Title of Course:** Assessment, Case Planning and Management (3 credits)

**Course Number. COU 632 and HRE 232**

Class Dates: Autumn Term, August – October 2012

**Instructor:** Kate Speck, PhD, MAC, LADC

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**I. Catalog Description and Credit Hours of Course:**

An examination of addiction assessment tools and hands-on practice of case planning and management with and substance abuse clients to review client strengths and areas of psychosocial challenges, presenting problems and specific treatment needs. Making interpersonal connection to build rapport, 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. In addition, students will examine commonly used mental health screening assessment instruments. Upon completion of this course, students will identify basic elements of assessment, and case planning, and will demonstrate the ability to write progress notes, produce an individualized treatment plan incorporating measurable goals and collateral information.

Students who are preparing to work as addiction counselors will demonstrate the professional knowledge, skills, and practices necessary to work in a wide range of addiction counseling, treatment, and prevention programs, as well as in a mental health counseling context. (3)

**II. Prerequisite(s):**

Level II: Candidacy for the Degree standing, and Permission of the Dean

**III. Course Integrated into Focus area:**

Mental Health Focus	Addictions Focus	School Counseling Focus
Elective	Required	Elective

**IV. Course as Relates to External Requirements**

LMHP	LADC	NDE Endorsement
	Required	

## **V. Course as Relates to External Standards**

### **CACREP Standards (2009)**

#### **FOUNDATIONS A. Knowledge**

1. Understands the history, philosophy, and trends in addiction counseling.
2. Understands ethical and legal considerations specifically related to the practice of addiction counseling.
3. Knows the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals.
4. Knows the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling.
5. Understands a variety of models and theories of addiction related to substance use and other addictions.
6. Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.
7. Recognizes the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.
8. Understands factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders.
9. Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions.
10. Understands the operation of an emergency management system within Addiction agencies and in the community.

#### **B. Skills and Practice**

1. Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.
2. Applies knowledge of substance abuse policy, financing, and regulatory Processes to improve service delivery opportunities in addictions counseling.

#### **COUNSELING, PREVENTION, AND INTERVENTION C. Knowledge**

1. Knows the principles of addiction education, prevention, intervention, and consultation.
2. Knows the models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems.
3. Recognizes the importance of family, social networks, and community systems in the treatment and recovery process.
4. Understands the role of spirituality in the addiction recovery process.
5. Knows a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders.
6. Understands the principles and philosophies of addiction-related self-help programs.
7. Understands professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice.
8. Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.

**D. Skills and Practices**

1. Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Individualizes helping strategies and treatment modalities to each client's stage Of dependence, change, or recovery.
3. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

**Nebraska Department of Education Standards: Rule 20****NA****American School Counselor Association (ASCA) National Model****NA****NCATE****NA****VI. Purposes and Learning Objectives of the Course**

Behavioral health professionals need an established set of procedures to assess and evaluate client problems and strengths in order to begin the process of case management with addiction clients. In addition to addressing client strengths and areas of psychosocial challenges, assessing client readiness for change, identifying presenting problems, and specific needs, professionals must work with clients to construct a corresponding plan that guides recommended treatment. Treatment planning includes development of client goals as an active ingredient of planning and must be flexible to meet the needs of the clients. Providing a valid assessment of constitutes the basis for appraising the data and making diagnostic judgments for level of care and appropriate 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.

1. The student will apply current knowledge and tools to assess addiction utilize client data in planning and management of cases
2. The student will examine the appropriate use of various assessment tools and interview styles for completing substance use disorder evaluations.
3. The student will formulate treatment plans with measurable goals and objectives for client care.
4. The student will review the 12 Core Functions of substance abuse counseling and develop a sense of clinical practice of case planning from assessment through discharge planning and referral.
5. The student will illustrate the process of documentation for client progress and ongoing assessment.
6. The student will develop the elements of a discharge plan and individualized aftercare plan.
7. The student will review service coordination and recommendations for level of care for clients.

8. The student will review ethical responsibility regarding confidentiality of client information and records.
9. The student will demonstrate record keeping including development of a case file to include assessment, diagnosis, treatment planning, counseling methods, progress notes, discharge planning, case management and clinical case review.
10. Students will assess various screening and assessment instruments
11. The student will employ community resources to inform about current practices in substance abuse treatment.

**VII. Course Content or Outline:**

**Class Hours**

- A. Elements of instrument selection
  - a. Purpose and Clinical Utility
  - b. Timeframes
  - c. Gender and Age appropriate tools
  - d. Administrative Options
  - e. Training requirements
- B. The process of assessment
  - a. Screening tools
  - b. Using the 12 Core Functions of Substance Abuse Counseling
  - c. Patient needs list
  - d. Diagnostic and Statistics Manual SUD disorders
  - e. CO-Occurring Disorders
  - f. Course Specifiers
  - g. American Society of Addiction Medicine Dimensions and Placement Criteria
  - h. Multi Axial System
- C. Stages of Change
  - a. URICA Change Assessment
- D. Assessment Instruments
  - a. Addiction specific tools (ASI, CASI, SASSI [Adults/Adolescents], AUDIT, Marijuana Use Inventory,
  - b. Beck Depression Inventory, Zung Depression Inventory
  - c. South Oaks Gambling Screen
  - d. Level of Care Recommendations
- E. Nebraska State Regulations
  - a. 172 NAC 15-002
- F. Record Keeping
  - a. Organization
  - b. Documentation
- G. Treatment Planning
  - a. Bringing in Assessment Results
    - i. Client Functioning
    - ii. Prioritizing problems
  - b. Formulation of Goals and Objectives and Needs
  - c. Activation of the planning process
  - d. Treatment barriers

- H. Progress Notes
  - a. General guidelines
  - b. Use of models for progress notes
- I. Discharge Planning
  - a. Bringing it all together
  - b. Recommendations
- J. Clinical Case Review
  - a. Case Management Activities
  - b. Professional Consultation
- K. Confidentiality
  - a. Protection of client data
  - b. Informed consent
  - c. Release of Information

**VIII. Textbook(s):**

- A. **Real World Treatment Planning**, Johnson & Johnson, (2003) Cengage Learning - ISBN-13: 9780534596798
- B. **Fundamentals of Case Management Practice: Skills for the Human Services 4<sup>th</sup> Edition**, Nancy Summers (2011) ISBN-13: 9780495501473.

**IX. Expectations of Students:**

- A. The student is expected to actively participate in each class
- B. The student is expected to complete the required readings.
- C. The student is expected to demonstrate satisfactory performance on required course assignments.
- D. The student is expected to respond to a variety of skill assessment techniques.
- E. The student is expected to know about and use a variety of technological strategies to enhance learning including Blackboard.
- F. The student is expected to know about legal issues and ethical standards in counseling
- G. The student is expected to know about assessment procedures and selection of assessment tools.
- H. The student is expected to know about coexisting addiction and mental health disorders.

**X. Basis for Student Evaluation:**

- A. Course attendance and quality class participation (25%)
- B. Completion of Course assignments – selected readings; Case file; final presentation of case study (35%)
- C. Quality graduate and undergraduate participation in course discussions (15%)
- D. Application of skills in case planning and management and demonstration and competence in the stated objectives of the course (25%)

Final letter grade:

- 95% to 100% = A
- 85% to 94% = B
- 75% to 84% = C
- 0% to 74% = F

**[NOTE:** The section "Basis for Student Evaluation" is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment of information and grading procedure in this section in the specific course syllabus posted on the web site and handed out at the beginning of each semester.]

- XI. **Methods of Instruction: A combination of:**
  - A. Classroom lectures and discussion; community presentations.
  - B. Classroom experiential exercises and student involvement in course activities
  - C. Web-assisted, Blackboard, instructions, assignments, worksheets or exams
  - D. This will be an interactive course that includes an elevated level of classroom participation, including lecture and instruction, guest speakers, videos, case studies, and student presentations
  
- XII. **Academic Integrity Statement:** Doane College values academic integrity (honesty, trust, fairness, respect, and responsibility) and recognizes that individuals can achieve their maximum potential and contribute appropriately to the well-being of the larger community only if they recognize the ethical dimensions of decisions and actions. The college assumes all members of the academic community will exhibit academic integrity supporting student access, academic quality, academic rigor, innovation and collegiality. Plagiarism and cheating are examples of behaviors that do not meet this value.
  
- XIII. **Students with Disabilities Statement** Any student who feels she/he may need an accommodation based on the impact of a disability should contact MAC Assistant Dean Jean Kilnoski, 402 466-4774 ext 321 or [jean.kilnoski@doane.edu](mailto:jean.kilnoski@doane.edu) to confidentially discuss specific needs and to coordinate reasonable accommodations for documented disabilities.
  
- XIV. **Civility, Respect and Classroom Etiquette:** Respect for presenters, other students and the instructor is required. **Cell Phones:** The class will discuss handling cell phone calls during class and come to consensus on a procedure. **Texting:** Please refrain from text messaging during class as it is unprofessional. Personal computers have limited application in this course.
  
- XV. **Counselor Dispositions:** Under Development
- XVI. **Knowledge Base References:** Under development
- XVII. **Course Schedule:** The course meetings will be held evenings 6:00 – 10:30 PM