



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>	May 21 - July 21, 2019
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Kate Speck
<i>Office:</i>	402 472-0501 or 402 470-3427
<i>Office Email:</i>	kate.speck@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Meeting Times:</i>	Mondays 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

Students will develop skills 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 valid assessments 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, to document client progress, discharge planning and case management activities with periodic clinical reviews.

This course includes 40.5 of direct instruction in alcohol and drug assessment, case planning and management. The course includes a review of the following screening/assessment instruments:

- **ASI** - Addiction Severity Index - Adult Substance Abuse Instrument
- **CASI** -- Comprehensive Adolescent Substance Instrument - Substance Abuse assessment instrument for Adolescents
- **SASSI** - Substance Abuse Subtle Screening Instrument
- **MIDAS** - Mental Illness and Drug Abuse Screen - assessment of co-occurring substance use and mental health disorders
- **TWEAK** - Tolerance, Worried, Eye Opener, Amnesia, K(C)ut Down - Adolescent assessment instrument
- **WPI - Western Personality Inventory** - The *Western Personality Inventory* is composed of two tests; the Manson Evaluation (ME) whose purpose is to assess personality traits and behaviors similar to alcoholics and, the Alcadd Test (AT) whose purpose is to assess alcoholic behavior.
- **SSI** - Simple Screening Instrument - for alcohol and drugs
- **Addiction Behavior Checklist**
- **AUDIT -C** - Alcohol Use Disorders Identification Test
- **CAGE** for Alcohol and CAGE for Drugs
- **CIWA - R** - Clinical Institute Withdrawal Assessment - Revised

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 (CACREP 2.F.1.b).
2. Students will demonstrate knowledge of the ethical standards of counseling (CACREP 2.F.1.i).
 3. Students will demonstrate knowledge of culturally relevant strategies for establishing and maintaining counseling relationships (CACREP 2.F.5.d.)
 4. Students will demonstrate knowledge of case management functions, including clinical case review and biopsychosocial case conceptualization skills (CACREP 2.F.5.g).
 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 (CACREP 2.F.7.b; 5.C.3.a)
 6. Students will demonstrate knowledge of and the ability to formulate appropriate, individualized treatment plans or intervention plans with measurable goals and objectives (CACREP 2.F.5.h; 2.F.5.i)
 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 (CACREP 2.F.7.e; 2.F.7.l).
 8. Students will demonstrate knowledge of the diagnostic process and the ability to utilize the diagnostic information to determine level of care and referral (CACREP; 5.C.2.c; 5.C.2.d).
 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 (CACREP 5.C.1.c).

REQUIRED TEXTS:

Herdman, J. W., (2018) **Global Criteria: The 12 Core Functions of the Substance Abuse Counselor** (7th ed.) johnh@parallelincoln.com ISBN 13: 9780976834175

Summers, N. (2016) **Fundamentals of case management practice: Skills for the Human Services** (5th Ed.) Cengage Learning: Boston MA; ISBN 130509476X

SUPPLEMENTAL MATERIALS: Various handouts provided by the instructor, TAP 21 Addiction Counseling Competencies: Knowledge, Skills and Attitudes of Professional Practice, and the Treatment Improvement Protocols from Substance Abuse and Mental Health Services Administration (SAMHSA).

CACREP Standards Addressed in this Course
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Program Object	Standard Identifier	CACREP Standard	Core Function	Instructional Method	Assessment
1	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"> • Referral • Consultation 	Reading and Writing Assignment; class discussion	Reading reflection question
2	2.F.1.i	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	<ul style="list-style-type: none"> • Intake • Reports & Record Keeping 	Lecture; Reading and Writing Assignment; class discussion	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"> • Client education 	Reading and Writing Assignment; class discussion	Article critique
5	2.F.5.g	Essential interviewing, counseling, and case conceptualization skills	<ul style="list-style-type: none"> • Assessment • Case Management • TX planning 	Lecture; Writing Assignment; Demonstration of writing skills.	Case Management Philosophy

3	2.F.5.h	developmentally relevant counseling treatment or intervention plans	<ul style="list-style-type: none"> • TX planning 		Case file
3	2.F.5.i	development of measurable outcomes for clients	<ul style="list-style-type: none"> • TX Planning 	Lecture; Case Study; In class discussion	Problem Formulation; 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"> • Case Management • Referral 	Reading and Writing Assignment; class discussion	Reading reflection questions
5	2.F.7.b	methods of effectively preparing for and conducting initial assessment meetings	<ul style="list-style-type: none"> • Assessment 	Lecture; independent research of assessment tools	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"> • Screening • Assessment • Crisis Intervention 	Textbook reading assignment;	Case file
7	2.F.7.e	use of assessments for diagnostic and intervention planning purposes	<ul style="list-style-type: none"> • Assessment 	Lecture; independent research of assessment tools	Case file
7	2.F.7.k	Use of symptom checklists, and personality and psychological testing	<ul style="list-style-type: none"> • Screening • Assessment • Client education 	Lecture; independent research of assessment tools	Case file
7	2.F.7.l	Use of assessment results to diagnose developmental, behavioral, and mental disorders	<ul style="list-style-type: none"> • Screening • Assessment • Client Education 	Lecture; independent research of assessment tools	Case file
7	2.F.7.m	ethical and culturally			Reading

		relevant strategies for selecting, administering, and interpreting assessment and test results			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"> • TX Planning • Case Management • Reports & Record Keeping 	Lecture; Case Study	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"> • Assessment • TX planning • Case Management • Referral 	Reading and Writing Assignment; class discussion	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"> • Case management • Consultation 	Reading and Writing Assignment; class discussion	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"> • Reports & Record Keeping 	Lecture; skill building; Demonstration via written submissions	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"> • TX planning • Case Management 	Reading and Writing Assignment; class discussion; Case Study	Reading reflection questions
2	5.C.3.d	strategies for interfacing with integrated behavioral health care professionals	<ul style="list-style-type: none"> • Case Management • Referral 	Lecture; In Class Discussion; Reading and Writing Assignment; class discussion	Reading reflection questions

Measurement of Outcomes

Assignments (Direct): Weekly Reading Assignments; Case Management Philosophy; weekly submission of components of the final Case File (problem – goals – objectives; progress notes; 12 Core Functions for selected client; Final Case File.

Instructor Evaluations (Indirect): Session Evaluation, Weekly Reading Assignments; Final Case File.

Instructional Methods

This class will include: direct lectures, experiential activities, group activities, knowledge application and large group discussions.

Suggestions for getting the most out of this Course

Successful students will use Livetext and Blackboard to download weekly information to be used in course activities and well as take an active role in course discussions; provide quality assignments and utilize course resources to inform discussions and assignments,

and be prepared for class by reading text and supplementary course reading. Additional suggestions:

1. Read the content of this syllabus and ask for clarification if the content is not clear.
2. Complete all reading assignments prior to class meeting times.
3. Actively participate during class; take risks with your opinions and notions about the material.
4. The Academic Support Center (ASC) is located in room 204 of the Fred Brown Building on the Lincoln campus. ASC offers academic support in the areas of time management, study strategies, note taking, test taking, math, reading, and writing for students enrolled at all three campus settings. Free tutoring and free one-on-one meetings are available to provide assistance in these areas. Additionally, free proofreading of final drafts of papers is available 24/7. To sign up for the proofreading service or to make a tutor or one-on-one appointment, email the director at: terese.francis@doane.edu

Course Requirements

1. **Weekly Assignments-** Due weekly as assigned.
Students will find weekly assignments for each course session on Blackboard; students will submit the assignments into LiveText each week on the day of class by 12:00 PM. Each assignment is required to be thoroughly addressed to demonstrate an in-depth understanding of the information. Each assignment will be graded for analysis, critical thinking, and synthesis.
2. **Case Management Philosophy** – Due week 4 and submitted on **Livetext** at 12:00 PM the day of class. Students will develop a 5-page document following specific guidelines outlining a philosophy of case management, based on *Fundamentals of Case management Practice* including: Professional Ethics – Core values, informed consent, confidentiality, and ethical responsibilities to clients. Discuss professional responsibilities in relation to comprehensive assessment, competence to provide services, complete record keeping and the skills necessary to meet clients where they are at, and ingredients of client empowerment. The document should conclude with thoughts on what is necessary to begin working with clients.
3. **Problem Formulation** – First draft of one Problem Statement related to client background information will be developed and submitted via email to the instructor to be used in class; Final revision of 10 complete problem statements is due Week 3, and will be used in the final Case File as the basis for treatment planning. This document will be submitted via blackboard by 6:00 PM on Week 3 of class.
4. **Treatment Planning Goals and Objectives-** First Draft of Problem statements will be used as the basis to create client goals and objectives that use SMART planning (specific, measurable, attainable, realistic, and time limited). One example will be developed and submitted as assigned via email prior to the assigned date to the

instructor for use during class. Final submission of three complete sets of Problem-Goal-Objective will be due the following week, and submitted on Blackboard.

5. **Case File Presentation and Submission** - Students will develop a Case File presentation due as assigned that contains the following
- a. client demographic information;
 - b. screening and assessment
 - c. client diagnosis
 - d. 10 complete problem statements
 - e. goal plan development form;
 - f. treatment plan
 - g. treatment barriers
 - h. documentation – progress notes
 - i. discharge planning;

Students will submit the completed Case File document to the instructor via Live Text by 12:00 AM the day following the last class session.

Evaluation Criteria

Final Grade - The final grade is based on the following criteria:

Participation	10%
Case Management Philosophy	20%
Reading Reflection Questions	20%
Problem Formulation	10%
Treatment Planning Goals and Objectives	10%
Case File Project	30%

Grading Scale:

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

The instructor will complete a **Professional Performance Evaluation (PPE)** of the student in LiveText.

Expectations

1. *Attendance and Participation:* A high premium is placed on class participation. It is expected that students will attend every class meeting and be prepared to participate. **Missed Course Sessions:** Student inability to attend all course sessions will result in a reduction in points for that course session. There is no makeup work that will take the place of missed class meetings. Missing more than one course session will impact the final points accrued for successfully passing the course. Students that miss 2 class meetings should not expect to pass the course.
2. *Classroom Behavior:* Students are expected to demonstrate professionalism in the classroom. Learning is an on-going collaborative process. Therefore, students should be respectful and open to others in the classroom. Students' behavior should reflect professionalism, as demonstrated by: being on time, being respectful, prepared, attentive, and open to learning.
3. *Late Assignments:* Assignments submitted past the due date will have **five points deducted** per day for each day past the due date.

Due to the time frame given for each class, moving presentations may become overly difficult and affect the learning of other students. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Please contact the instructor in a timely manner.

3. *Use of Technology:* The use of technology during class time is generally disruptive and inhibits classroom interactions; therefore, the use of computers or phones is generally inappropriate unless a part of course activities.
4. *Plagiarism:* All of the work submitted must be each student's own work. Any use of others' work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work correctly and give ownership of others' work will at minimum be given a zero for that assignment.

Tentative Schedule

Date	Topic	Reading Assignment –Due before class meeting	Assignment Due
Week 1 5/20/19	Review course requirements Case File form for final project Intro to 12 Core Functions	Summers – Fundamentals of Case Management Practice, Chapter 1 , pages 1- 26	Chapter 1 - Respond to exercises 5, 11, and 15 on page 27 in the Summers textbook. Submit responses to LiveText and be prepared to discuss in class.

5/27/19 NO CLASS	MEMORIAL DAY HOLIDAY		
Week 2 6/3/19	Case management description; Intro to Problem Formulation; Overview - 12 Core Functions	Summers –Chapter 2 TAP 21 – Intro to Addiction Counseling Competencies: Knowledge, Skills and Attitudes of Professional Practice p. 1-6	Reading reflection – Ethical behaviors (CACREP 2.F.1.i) - Complete answers to the questions on Blackboard and submit them to LiveText. Be prepared to discuss in class. Submit Relevant Client Profile Data (CACREP 5.C.3.a)
Week 3 6/10/19	Problem formulation Revision Intro to Treatment Planning and Treatment Barriers	Summers – Chapter 14 - Documentation TAP 21- Clinical Evaluation	Reading reflection- Record keeping (CACREP 5.C.2.m) Problem formulation- first draft Problem/Goals/Objectives Assignment
Week 4 6/17/19	Documentation Treatment Plan Problems/Goals/Objectives Documentation Stages of change Criminogenic need	Herdman Chapters 1 -3 TAP 21 – TX planning	Recording keeping Case Management Philosophy Problem formulation- final draft (CACREP 5.C.1.c Goals/Objectives – first draft (CACREP 5.C.1.c
Week 5 6/24/19	ASAM Criteria Intro to Progress Notes	Herdman Chp 3 Summers – Chp 23 TAP 21 - Documentation 12 Core Functions	Goals/Objectives – final draft Progress Notes – first draft (CACREP 5.C.1.c; 5.C.2.m) 12 Core Functions - Assignment
Week 6 7/1/19	DSM Progress notes revision practice Assessment instruments	Herdman Chp. 4 TAP 21- Service Coordination	ASAM Criteria Documentation Progress Notes- final draft (CACREP 5.C.1.c; 5.C.2.m)
Week 7 7/8/19	Client records Assessments	Herdman Chp 4 Summers – Chp 16 TAP 21 – Client, Family and Community Education	Client records Identifying assessments/screening tools and justification (CACREP 2.F.7.e; 2.F.7.c)
Week 8 7/15/19	Record keeping Referral	Herdman Chapter 5 Summers – Chapter 12 TAP 21 - Referral	Reading reflection – Referral (CACREP 5.C.3.d) Application of 12 Core Functions for identified Client
Week 9 7/22/19	Diagnosis - Strengths and Challenges	Herdman Chp 5 Summers – Chp 26	Reading reflection – Submit Client File (CACREP 2.F.5.g;

		TAP 21 – Professional and Ethics	2.f.5.h; 2.f.7.c; 2.F.7.l; 2.F.7.m; 5.C.2.c; 5.C.2.m; 5.C.3.a)
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Course Declarations

Blackboard: 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 Blackboard. 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 to the course syllabus and course schedule will be provided to students as early as possible. This course is specific to substance use disorders and there are 36 hours devoted