



DOANE UNIVERSITY

SYLLABUS

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

Course Content

Course Number: COU 632

Course Title: Assessment, Case Planning and Management of Mental Health and Substance Abuse Clients

Course Dates: January 3-March 5

Credit Hours: 3 Credits

Instructor: Andrea McGrath, PhD, LIMHP

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Office Hours: By Appointment

Classroom:

Meeting Times: Thursdays, 6:00 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 Severity Inventory - 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
- **MAST** - Michigan Alcohol Screening Tool – Adult alcohol screening tool
- **DAST** – Drug Abuse Screening Tool – Adult drug screening tool
- **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
- **CRAFFT** – Substance use screening tool for adolescents
- **TCU Drug Screen** – Substance use screening tool for adults

Student Learning Objectives

At the conclusion of this course, students will be able to:

1. 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; 5.C.3.d).
2. Demonstrate knowledge of the ethical standards of counseling (CACREP 2.F.1.i).
3. Demonstrate knowledge of case management functions, including clinical case review and biopsychosocial case conceptualization skills (CACREP 2.F.5.g).
4. 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)
5. 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)
6. 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).
7. 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).
8. 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; 2.C.2.m).

REQUIRED TEXTS:

Herdman, J. W. (2018) *Global criteria: The 12 core functions of the substance abuse counselor*

(7th ed.) johnh@parallelsincoln.com ISBN 13: 9780976834175

Summers, N. (2016) *Fundamentals of case management practice: Skills for the human services* (5th Ed.) Cengage Learning: Boston MA; ISBN 9781305094765

Substance Abuse and Mental Health Services Administration. **TAP 21: Addiction Counseling Competencies: Knowledge, Skills, and Attitudes of Professional Practice.** (This can be downloaded free from <https://store.samhsa.gov/product/TAP-21-Addiction-Counseling-Competencies/SMA15-4171>)

Supplemental Readings

Additional assigned readings/materials can be found on Canvas.

CACREP Standards Addressed in this Course

SLO	2016 Standard	Topic Coverage	Methods of Instruction	Assessment
1	2.F.1.b	Week 8: Referrals Consultation Summers Ch. 12 Herdman Ch. 3 (Referral and Consultation) TAP 21: Referral	Direct Lecture Assigned Readings Group Discussion	Weekly Writing Assignments Final Case File
2	2.F.1.i	Week 2: Ethical Considerations Summers Ch. 2 Herdman Ch. 5 (Professional and Ethical Responsibilities) TAP 21: Professional and Ethical Responsibilities)	Direct Lecture Assigned Readings Group Discussion Case Studies	Case Management Philosophy Paper Weekly writing assignments
3	2.F.5.g	Week 3: Initial Assessments Summers Ch. 14-15 TAP 21: Clinical Evaluation	Direct Lecture Group Discussion Assigned Readings Observation of Skills	Weekly Writing Assignments Final Case File

		Herdman Ch. 2 (Screening and Intake)		
5	2.F.5.h	Week 3: Problem Formulation Treatment Planning Week 4: Treatment Plans Problems/Goals/Objectives Summers Ch. 20 and 23 Herdman Ch. 3 (Treatment Planning) TAP 21: Treatment Planning	Direct Lecture Assigned Readings Experiential Activities Peer review	Problem Formulation Treatment Planning Goals and Objectives Final Case File
5	2.F.5.i	Week 4: Treatment Plans Problems/Goals/Objectives Summers Ch. 20 and 23 Herdman Ch. 3 (Treatment Planning) TAP 21: Treatment Planning	Direct Lecture Assigned Readings Experiential Activities Peer Review	Treatment Planning Goals and Objectives Final Case File
4	2.F.7.b	Week 3: Initial Assessments Summers Ch. 14-15 TAP 21: Clinical Evaluation Herdman Ch. 2 (Screening and Intake)	Direct Lecture Assigned Readings Experiential Activities Skill Observation	Weekly Writing Assignments
6	2.F.7.e	Week 6: Assessment Instruments Week 7: Assessments Summers Ch. 16 DSM 5: SUDs	Assigned Readings Direct Lecture Experiential Activities Peer Assessment Practice	Weekly Writing Assignments Final Case File Treatment Planning Goals and Objectives

		Herdman Ch. 2 (Assessment) TAP 21: Clinical Evaluation		Problem Formulation
6	2.F.7.1	Week 6: Assessment Instruments Week 7: Assessments Summers Ch. 16 DSM 5: SUDs Herdman Ch. 2 (Assessment) TAP 21: Clinical Evaluation	Assigned Readings Direct Lecture Peer Assessment Practice	Final Case File
8	5.C.1.c	Week 3: Initial Assessments/Treatm ent Planning Week 4: Treatment Planning Week 5: Intro to Progress Notes Summers Ch. 20 and 23 Herdman Ch. 5 (Reports and record keeping) TAP 21: Documentation	Direct Lecture Assigned Readings Peer Review Experiential Activities	Weekly Writing Assignments Final Case File Problem Formulation Treatment Planning Goals and Objectives
7	5.C.2.c	Week 8: Referrals Week 5: ASAM Criteria Herdman Ch. 2 (Assessment) TAP 21: Service Coordination	Direct Lecture Assigned Readings Peer Review ASAM Criteria Training	Weekly Writing Assignments Final Case File
7	5.C.2.d	Week 6: DSM 5 Diagnosis Assessment Instruments Herdman Ch. 2 (Assessment)	Direct Lecture Assigned Readings Experiential Activities Case Study	Final Case File

		TAP 21: Clinical Evaluation DSM 5: SUDs		
8	2.C.2.m	Week 5: Progress Notes Week 7: Client Records Summers Ch. 23 Herdman Ch. 5 (Reports and Record-Keeping) TAP 21: Documentation	Direct Lecture Assigned Readings Experiential Activities	Treatment Planning Goals and Objectives Final Case File Progress Notes
4	5.C.3.a	Week 3: Initial Assessments Week 7: Assessments Summers Ch. 14-16 Herdman Ch. 2 (Screening and Intake) TAP 21: Clinical Evaluation	Direct Lecture Assigned Readings Experiential Activities Observation of Skills	Weekly Writing Assignments Final Case File
1	5.C.3.d	Week 8: Referrals Summers Ch. 12 Herdman Ch. 3 (Referral) TAP 21: Referral	Direct Lecture Assigned Readings	Weekly Writing Assignments

Suggestions for Getting the Most out of this Course

1. Read the content of this syllabus and ask any questions you may have about anything included.
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

Course Requirements

1. Weekly Writing Assignments

Canvas | 3 points each, 21 Points Total | Due Weekly as Assigned

- Students will find weekly writing assignments on Canvas; students will submit the assignments into Canvas each week on the day of class by 6:00 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.

- Will be evaluated using rubric on Canvas

2. Case Management Philosophy

Canvas | 20 Points Total | Due Week 6

- Students will develop a 5-7 page document following specific guidelines outlining their personal philosophy of case management, based on information gained from the text as well as clinical experiences. Students should include information on ethics and core values of case management, as well as the principles of informed consent, confidentiality, and other ethical responsibilities to clients. Students should discuss the functions and professional responsibilities of case management, include things like comprehensive assessment, competence in providing services, record keeping, and client advocacy and empowerment. Students should include information on what they feel is critical to know about case management in order to begin working with clients. Paper is due to Canvas 6:00pm Week 6.
- Will be evaluated using rubric on Canvas

3. Problem Formation

Canvas | 10 Points Total | Due Weeks 3/4

- Students will utilize client information and background to develop a list of 10 Problem Statements related to substance use, mental health, and impaired functioning. First draft of Problem Statements is due Week 3 to Canvas for instructor feedback and will be used in class for peer feedback. Final revision of Problem Statements is due 6:00pm Week 4 to Canvas. Problem Statements will be used in final Case File as a foundation for treatment planning.
- Will be evaluated using rubric provided on Canvas.

4. Treatment Planning Goals and Objectives

Canvas | 9 Points Total | Due Weeks 4/5

- 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 to Canvas for discussion and review in Week 4. Final submission of three complete sets of Problem-Goal-Objective will be due Week 5, and submitted on Canvas.
- evaluation methods (e.g. will be evaluated using the rubric provided on Canvas)

5. Case File Presentation and Submission

Canvas | 30 Points Total | Due Week 9

- Students will develop a Case File presentation due Week 9 that contains the following
 - client demographic information;
 - screening and assessment
 - client diagnosis
 - 10 complete problem statements
 - goal plan development form;
 - treatment plan (3 sets of problems/goals/objectives)
 - treatment barriers
 - documentation – 2 progress notes
 - discharge planning;
- Will be evaluated using the rubric provided on Canvas

Critical Learning Analysis (CLA)

Canvas | **Complete/Incomplete** | **Due Date**

Students are required to complete and submit a CLA to Canvas. This assignment must be submitted in order to receive a final grade for the course.

Evaluation Criteria

Grading

The final grade will be based on the following criteria:

Weekly Writing Assignments	21 points
Case Management Philosophy	20 points
Problem Formulation	10 points
Treatment Planning Goals and Objectives	9 points
Case File Presentation and Submission	30 points
Class Participation	10 points
Critical Learning Analysis	Complete/Incomplete
Total Possible Points	100 Points

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		

Tentative Course Schedule

Week/ Date	Topic	Required Readings	Weekly Assignments
1	Introduction to Case Management Course Overview	Summers Ch. 1	Review exercises on p. 27-30. Prepare to discuss in class
2	Ethical Considerations Problem Formulation	Summers Ch. 2 TAP 21 – p. 1-6	Weekly Writing #1 Submit Relevant Client Profile Data
3	Initial Assessments	Summers Ch. 14-15	Weekly Writing #2

	Problem Formulation Treatment Planning and Barriers	TAP 21: Clinical Evaluation	Problem Formulation - Draft
4	Treatment Planning Record-Keeping Stages of Change	Summers Ch. 20, 26 Herdman Ch. 1-2 TAP 21: Tx Planning	Weekly Writing #3 Problem Formulation – Final Goals/Objectives - Draft
5	ASAM Criteria Progress Notes	Summers Ch. 23 Herdman Ch. 3 TAP 21: Documentation	Weekly Writing #4 Goals/Objectives - Final
6	DSM-5 Criteria Progress Notes Assessment Instruments	Herdman Ch. 4 TAP 21: Service Coordination	Weekly Writing #5 Progress Notes – Draft Case Management Philosophy
7	Client Records Assessments	Summers Ch. 15 Herdman Ch. 5 TAP 21 – Client, Family, and Community Education	Weekly Writing #6
8	Record-keeping Referrals	Summers Ch. 12 TAP 21 – Referral	Weekly Writing #7
9	Diagnosis – Strengths and Challenges	Summers Ch. 26 TAP 21 – Professional and Ethical Responsibilities	Case File Presentation and Submission CLA

Classroom Policies & Expectations

- 1. Classroom Behavior:** Students are expected to engage in respectful and professional behavior in the classroom. This includes engaging in course content and discussion, contributing to a collaborative environment, and being on time and prepared for class.

2. **Late Assignments:** Students will receive a **5% deduction per day** for all late assignments. The instructor will not be available to help with technological issues the day of class. Any in-class assignment must be completed on the day that you have chosen. Due to the time frame given for each class, moving activities would become overly difficult and affect the learning of other students. Therefore, in-class activities must be completed on the day chosen by the student. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.
3. **Use of Technology:** Any use of computers or phones should be for classroom use only. Should you need to make a call/text please quietly leave the classroom.
4. **Plagiarism:** Any work that you turn in during this class must be your 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 will, at minimum, be given a zero for that assignment and possibly reported to Academic Integrity. Unicheck is utilized to check for plagiarism on academic papers submitted to Canvas. Failure of the course, academic program remediation, and/or dismissal from the MAC program are also potential consequences for plagiarism.
5. **Email:** Students should expect to communicate with the instructor through the official Doane University email system.

Course Declarations

Canvas Usage: Canvas 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 Canvas.

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 COE Graduate Programs Division Chair 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.

Title IX Mandatory Reporting

At Doane, all university employees, including faculty, are considered “Mandatory Reporters.” A “Mandatory Reporter” is required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell a mandatory reporter about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, he/she will have to share the information with the University’s Title IX Coordinator. Sharing of this information does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) at doane.edu/cape-project

Academic Integrity

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

Accommodations

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.

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

Military Friendliness Academic Policy

Veterans and active duty military personnel with military obligations are encouraged to communicate to the faculty about these obligations. These communications need to occur within the first two weeks of a course, or as soon as military obligations are identified, and the student needs to provide relevant documentation to the faculty. If necessary, once the student has self-disclosed and provided proper documentation to the faculty, reasonable arrangements will be implemented to help the student complete their academic coursework. More details on the policy are available in the university catalog.

Catalogs and Calendars

Doane catalogs, calendars, and student handbooks are available at this website: <https://www.doane.edu/schedules-catalogs-handbooks-and-calendars>

Doane Library

Doane's Library provides both on- and off-campus access to databases, e-books, and full text articles published in peer-reviewed academic and professional journals. Access the library at the following link: <https://www.doane.edu/library>. Contact a librarian for assistance by phone (402-826-8287) or by email (library@doane.edu).

Changes in Syllabus

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.