Course Syllabus

Course Information

HRE 232
Assessment, Case Planning, and Management of Substance Abuse Clients
3 Credit Hours

Instructor Information

Hollie Urbauer
Doane University

Contact Information

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Communicating With the Instructor

This course uses a "three before me" policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:
1.   Course syllabus
2.   Announcements in Blackboard
3.   The "Question Center" discussion board
This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the "Question Center" discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. For non-emergencies, please contact me via email. Please allow 24 hours for me to respond to emails Monday-Friday and 48 hours on the weekend. I do check my email frequently, so I may respond sooner.

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance (contact information is listed below).

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Course Catalog Description

An examination of, and hands-on practice of, case management with 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 Substance abuse assessment instruments.

Course Textbook and Materials

Required:

Textbooks: Herdman, J. W., (2018) Global Criteria: **The 12 Core Functions of the Substance Abuse Counselor** (7th ed.) 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:

Cottone, R. R., & Claus, R. E. (2000). Ethical Decision-Making Models: A Review of the Literature. *Journal of Counseling & Development*, *78*(3), 275. https://doi-org.proxyweb.doane.edu/10.1002/j.1556-6676.2000.tb01908.x

'Quick Guide for Clinicians Based on TIP 35; Enhancing Motivation for Change in Substance Abuse Treatment from Substance Abuse and Mental Health Services Administration (SAMHSA)

Required Technology
Flipgrid http://www.flipgrid.com

Learning Objectives

Course Objectives: ("By the end of this course, students will be able to…")
1. Explain and apply culturally relevant strategies for establishing and maintaining counseling relationships.
2. Apply the ethical standards of counseling.
3. Apply the 12 Core Functions of the Substance Abuse Counselor
4. Determine level of care and referral.
5. Develop a clinical case review and biopsychosocial case conceptualization.

CACREP Objectives Covered in this Course

1. Students will demonstrate knowledge of the multiple roles and functions of counselors, and their relationships with other human service and health care 3 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).

Objective Alignment Chart	
Course Objective	Module Objectives
1.Explain and apply culturally relevant strategies for establishing and maintaining counseling relationships	2.2 Recognize a variety of ethical issues in counseling and explain the process of working through an ethical dilemma 2.3 Identify multiple roles and functions of counselors 3.1 Role play in a simulated intake interview 3.2 Identify culturally relevant strategies for clients 5.4 Explain the core functions of referral, consultation, and counseling 6.3 Explain the DSM, social histories and assessment forms 8.1 Present staffing brief on your client 8.2 Assemble Case Management Analysis File
2. Apply the ethical standards of counseling	2.2 Recognize a variety of ethical issues in counseling and explain the process of working through an ethical dilemma 3.1 Role play in a simulated intake interview 5.4 Explain the core functions of referral, consultation, and counseling 6.2 Explain the core functions of Crisis Intervention and Client education 6.3 Explain the DSM, social histories and assessment forms 7.6 Explain the core function of Crisis Intervention 8.1 Present staffing brief on your client

	8.2 Assemble Case Management Analysis File
	8.4 Explain termination of treatment
3. Apply the 12 Core Functions of the Substance Abuse Counselor	1.1 Identify multiple roles and functions of counselors
	1.2 Identify relevance and function of client engagement
	1.3 Describe scope of practice of drug and alcohol counselors
	3.3 Write measurable outcomes
	4.2 Create treatment plan goals and objectives for client
	5.1 Write developmentally relevant goals and objectives
	5.2 Write progress notes that follow the SOAP note format
	6.1 Choose a community based resource within continuum of care; describe how this community based resource meets client needs
	6.2 Explain the core functions of Crisis Intervention and Client education
	6.3 Explain the DSM, social histories and assessment forms
	7.1 Demonstrate understanding of symptom checklists; relate to your case file client
	7.2 Provide justification for the use of assessment tools for client
	7.3 Use assessment results to diagnose substance use disorders
	7.4 Identify level of care recommendation
	7.5 Identify necessary components of client record keeping, third party reimbursement, and other practice management issues in (SA) counseling
	7.6 Explain the core function of Crisis Intervention
	8.1 Present staffing brief on your client
	8.2 Assemble Case Management Analysis File
	8.3 Explain the four domains relating to the 12 Core Functions
	8.4 Explain termination of treatment
4. Determine level of care and referral	4.1 Identify the stage of change of a hypothetical client
	4.2 Create treatment plan goals and objectives for client
	4.3 Identify the appropriate recommendations for a criminogenic client
	4.4 Explain documentation of initial inquiries.
	5.1 Write developmentally relevant goals and objectives
	5.2 Write progress notes that follow the SOAP note format
	5.3 Assess client level of risk based on ASAM criteria
	6.1 Choose a community based resource within continuum of care; describe how this community based resource meets client needs
	6.3 Explain the DSM, social histories and assessment forms
	7.4 Identify level of care recommendation
	7.5 Identify necessary components of client record keeping, third party reimbursement, and other practice management issues in (SA) counseling
	8.1 Present staffing brief on your client
	8.4 Explain termination of treatment
5. Develop a clinical case review and biopsychosocial	2.1 Describe biopsychosocial information relating to assigned 'case file 'client'
	3.1 Role play in a simulated intake interview
	3.3 Write measurable outcomes
	3.4 Write a developmentally relevant treatment plan

case conceptualization	4.2 Create treatment plan goals and objectives for client 5.1 Write developmentally relevant goals and objectives 5.2 Write progress notes that follow the SOAP note format 6.3 Explain the DSM, social histories and assessment forms 7.1 Demonstrate understanding of symptom checklists; relate to your case file client 7.2 Provide justification for the use of assessment tools for client 7.3 Use assessment results to diagnose substance use disorders 7.4 Identify level of care recommendation 7.5 Identify necessary components of client record keeping, third party reimbursement, and other practice management issues in (SA) counseling 8.1 Present staffing brief on your client

Course Requirements

Online Course
This is an online course and there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies. You must have a reliable internet connection throughout the duration of the course.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard Course Site can be accessed at http://bb2.doane.edu

Attendance in an online course means logging into the Blackboard on a regular basis and participating in the all of activities that are posted in the course. In addition, check your Doane University e-mail account regularly, as your instructor may send important information via email.

Attendance/Participation
You should plan to work on this course everyday. This is a condensed, fast-paced, course. Expect to spend approximately 18 hours a week preparing for and actively participating in this 8-week course.

Class Preparation
Preparation for class means reading the assigned readings and reviewing all information required for that week.

Computer Requirements
For the successful use of Blackboard please refer to Doane University's minimum computer requirements. This also includes:

- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic

Campus Network or Blackboard Outage
When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Drop and Add Dates
If you feel it is necessary to withdraw from the course, please contact your advisor for full details on the types of withdrawals that are available and their procedures.

Federal requirements state that students must complete 75% of the course work to be eligible to receive an incomplete for the course. If students fall more than two weeks behind, they cannot meet this requirement.
**Online Learning Academy Courses are not eligible for incomplete grades.

Academic Integrity
Doane University students are expected to conduct themselves with personal and professional integrity, and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined as cheating, fabrication, facilitating academic dishonesty, and plagiarism. Please review Doane University's Academic Integrity Policy.

Course Grading

Submitting Assignments
All assignments, unless otherwise announced by the instructor, must be submitted via Blackboard. Each assignment will have a designated place to submit the assignment. All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor and review the course site regularly to learn about changes to assignments or due dates.

Grading Scale
Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

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		

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

Participation (Reflections and Self Intro)   13%
Case Management Philosophy (pre-analysis)   5%
Written Work   (Chp Q's, Written Assignments, Power Point)   17.5%
Video Assignments   10%
Problems, Goals, and Objective Initial Submissions   6.5%
Quizzes   8%
Case File Project and Video Final   25%
Final Philosophy Paper   15%

Late or Missed Assignments
All assignments must be completed and turned in to finish the course. Unless you discuss a late assignment with your instructor prior to the assignment due date, your assignment will lose 5 points each day it is late.

Feedback
Please allow 1-3 days for feedback on assignments. Please review instructor feedback for assignments and assessments, this will help you reflect on what you have learned while receiving suggestions for improvement.

Technical Support

If you are in need of technical assistance please access the Self Service Portal. You may reach the help desk at 402-826-8411 or by email at helpdesk@doane.edu.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at Doane University facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Doane University staff coordinate student transitions from high schools and community colleges, conduct in-service training for faculty and staff, enable the resolution of accessibility issues, conduct community outreach, and facilitate collaboration among Doane University staff on disability policies, procedures, and accommodations.

Disability Services

Doane University's Disability Services Office will provide guidance on accommodations and universal access. To request accommodations please complete the Self-Identification Form and visit the website for additional information.

Academic Support

Doane University offers all of its students access to Academic Support services.

Title IX Requirements: Mandatory Reporting

At Doane, all university employees, including faculty, are considered Mandatory Reporters. As a Mandatory Reporter, I am 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 me about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, I have to share the information with the University's Title IX Coordinator. My report 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. For additional information, including confidential resources, please visit the Campus Advocacy, Prevention, and Education (CAPE) Project.

Instructional Technology Accessibility and Privacy Policies

If your course uses additional technology tools, information on the technology's accessibility and privacy is available on our website.

Syllabus Disclaimer

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email or in the course site Announcements. Please remember to check your Doane University email and the course site Announcements often.