



COU 632 and HRE 232

Doane College Masters in Arts in Counseling

Assessment, Case Planning and Management of Mental Health and Substance Abuse

Spring Term March - May, 2016

Course Syllabus

Instructor: Kate Speck, PhD MAC LADC

Class Times: 6:00 PM – 10:30 PM

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

Course Description: An examination of, and hands-on practice of, case management with mental health and substance abuse clients focusing on client strengths and areas of psychosocial challenges presenting problems and specific needs is the focus of this course. 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.

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 client goals as an active ingredient and must be flexible to meet the needs of the clients. Providing a valid assessment constitutes the basis for appraising the data and making diagnostic judgments 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.

Required Texts/Readings of this course:

Real World Treatment Planning, Johnson & Johnson, (2003) Cengage Learning - ISBN-13: 9780534596798

Fundamentals of Case Management Practice: Skills for the Human Services 5th Edition, Nancy Summers (2011) ISBN 130509476X

Course Objectives, CACREP Standards, and Assessments: (course objectives are aligned with CACREP 2009 Standards which are posted at the 'Introduction to Counseling' Blackboard site):

The Doane MAC program requires students demonstrate competency in knowledge and skills in the eight common core counseling curricular areas, including: professional orientation and ethical practice; social and cultural diversity; human growth and development; career development; helping relationships; group work;

assessment; and research and program evaluation (CACREP II G). In addition, competency and accountability are assessed through performance of not only the student, but also of the Doane MAC program by collecting data, assessing that data, along with a thorough evaluation process which provides for an open, ongoing assessment practice.

Each Doane MAC course calls for 36 hours of in-class room instruction along with an estimated minimum of 50 to 60 hours of out-of classroom preparation.

The following matrix addresses key components of this course and assessment artifacts.

Direct assessment artifact abbreviations are as follow: DLA-direct learning artifact, quizzes, exams, PDP-professional development plan, NLGA-non-graded learning assessments, video/audio taping, SD-skill demonstration SAA-signature assignment artifact, SPA-supervised practical application, RW-reflective writing RU-rubric PPE, PIS-professional identity statement, TO-theoretical orientation, MS-mission statement.

Indirect assessments artifact abbreviations are as follow: SA-self-assessment, PPE-professional performance evaluation by instructor, DB-discussion board.

| Course Objectives (student learning outcomes) Identified by #1,#2,#3,... | CACREP Standards Assessed Identified by: Section, etc. I-A,; II, A;G-1,a.; III-A; III-CMHC A-1; | Direct Assessments Artifacts | Indirect Assessments, Artifacts |
|--|---|--|------------------------------------|
| #1 Apply current knowledge and tools to assess addiction, utilize client data in planning and management of cases. | Section III Professional Practice L 1, 2 | -Review of Substance Use an Mental Health Assessments -Application of instruments in final course assignment | PPE, SA |
| #2 Examine the appropriate use of various assessment tools and interview styles for completing substance use disorder evaluations. | Section III Professional Practice K 1, 2, 3, 4 | -Review of various screening and assessment tools for substance use disorders including but not limited to: SASSI, ASI, WPI, CASI, Beck Depression, MIDAS, HELPS | PPE,SA |
| #3 Formulate treatment plans with measurable goals and objectives for client care. | Section III Professional Practice G 1, 2, 3 | Development of Problem Formulation for Treatment Planning | PPE, SA |
| #4 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. | Section III Professional Practice C 1, 2, 3, 4, 5, 6, 7, 8, D 1, 2, 3,4 ,5, 6, 7, 8, 9 | Application of 12 Core Functions in Case Management Plan Final assignment | PPE, SA |
| #5 Illustrate the process of documentation for client progress and ongoing assessment. | Section III Professional Practice G 1, 2, 3, 4 | Course Discussion – Elements in Instrument Selection | PPE, SA |
| #6 Develop elements of a discharge plan /individualized | Section III Professional | Case Study application and completion of | PPE, SA |

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| aftercare plan. | | Practice H 1, 2, 3, 4, 5 | Discharge Plan | |
| #7 Review service coordination and recommendations for level of care for clients. | | Section III Professional Practice K 1, 2, 3, 4 | Course text reading regarding LOC placement | PPE, SA |
| #8 Review ethical responsibility regarding confidentiality of client information and records. | | Section III Professional Practice A 2; B1; | -Case Management Philosophy assignment -Ethics Quiz | PPE, SA |
| #9 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. | | Section III Professional Practice D 8 | Final assignment of Case File on a fictional client including all elements of a case record (assessment, diagnosis, treatment planning, counseling methods, progress notes, discharge planning, case management and clinical case review. | PPE |
| #10 Demonstrate collaboration in development of course final project | | Section III Professional Practice A 3, 4;D 9; | Development of collaborative assignments including Problem Formulation, Treatment Planning, and Progress Notes. | PPE, self evaluation |

Absence Policy: In registering for classes at Doane, students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas. Lateness in attending class and absences will result in PPE's as well as class grades being adversely impacted, and will predictably result in a lack of promotion to another level. In severe cases of inclement weather or other emergency conditions the Campus Director's office will announce cancellation of classes through the local and regional media as well as through the web site.

Teaching Strategies: Lectures, class discussions, partner/group work, reflection, worksheets, online materials, reading course texts and materials, progressive homework assignments

Basis for Student Assessment: Students will demonstrate the accurate assessment of skills and of knowledge at throughout the course by completing various assessments at a minimum of a —meets expectations level (80 % and above)l. In addition, students complete self-assessments as well as an evaluation of the course.

The instructor will utilize various rubrics to assist in assigning final grades, signature assignments, and in determining the course PPE. Signature assignments are major learning activities. The

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

Total Points Possible:

Grading: Final letter grades will be assigned based on the following grade equivalents:

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| A+ | 98-100 | B+ | 87-89 | C+ | 77-79 |
| A | 93-97 | B | 83-87 | C | 73-77 |
| A- | 90-92 | B- | 80-82 | C- | 70-72 |

Note: This table is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. To complete the course satisfactorily, a minimum grade of B- is required.

Remediation of Identified Deficits: The student will be responsible for initiating a collaborative process with the instructor to improve any perceived deficits of performance.

Rubric Descriptions: Participation in the Professional Learning Community (classroom, etc.) is reflected in rubrics for Teamwork, Professional Performance Evaluation, Oral Communication Skills, and Writing which are found at the Introduction to Counseling Blackboard site. Rubrics specific to this course are also found at the Introduction to Counseling Blackboard site.

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.

Website Resources: Will be identified by instructor as needed.

Classroom Conduct, Confidentiality & Ethics: Conduct in the learning environment in the classroom as well as outside the classroom setting is representative of the professional standards and is expected to be of the highest standard. Further explanation of these standards is found at the Introduction to Counseling Blackboard site.

Cell Phone Use: Cell phones should be turned off and not visible during class. Disregard for this request may affect your evaluations. If professional and personal reasons necessitates its use, it must be with the instructor's permission, and used discretely.

Accommodating Students with Special Learning Needs: Students who believe that they may need accommodations in this class are encouraged to contact the instructor as soon as possible to ensure that accommodations are implemented in a timely fashion.

Writing: Times New Roman 12 point font and APA style for all papers and documents excluding reflective journals or as assigned by the instructor is the required format. Students are encouraged to access the A Quick Guide to APA Style, 10th edition (March 2014), compiled by Ray M. Zeisset, PhD., Doane Master of Arts in Counseling faculty is an invaluable resource guide, and is found on

the 'Introduction to Counseling' Blackboard site. The Master of Arts in Counseling Writing Rubric is also found on the 'Introduction to Counseling' Blackboard site allowing the student to self-assess their written work.

Statement about Diversity:

The Master of Arts in Counseling program as a whole is committed to social justice. The Master of Arts in Counseling program cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class. The department emphasizes the importance of diversity and multicultural influences on development in each course, work and research, as well as throughout the practicum and internship training.

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.

Plagiarism and Collaboration:

The Master of Arts in Counseling program recognizes that the open exchange of ideas plays a vital role in the academic endeavor, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept.

Students who, for whatever reason, submit work either not their own or without clear attribution to its sources will be subject to disciplinary action up to and including requirement to withdraw from the Master of Arts in Counseling program. Further explanation of issues relating to plagiarism is found in the Student Handbook.

Changes in Syllabus:

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

Tentative Class Schedule

| Dates & Week # | Topics & CACREP Standards Addressed | Readings | Direct & Indirect Artifacts: Signature Assessments Tests, Quizzes, etc. | Assignment Due Date |
|---------------------------|--|--------------------------|---|----------------------------|
| 3-7-16 | Elements in Instrument Selection Ethics | Selected Text Assignment | Case Management Philosophy Ethics Quiz | Week 4 Week 1 |
| 3-14-16 | Forming Problem Statements Common Psychotherapies | Selected Text Assignment | Case Management Form Problem Formulation Selected Assessment Instruments HELPS, Alcohol Screening Assessment | Week 2 Week 3 |
| 3-21-16 | Treatment Planning Treatment Barriers | Selected Text Assignment | Treatment Plan Problems/Goals/Objectives Selected | Week 4 |

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| | | | Assessment Instruments BECK, ZUNG | |
| 3-21-16 | 12 Core Functions Adverse Childhood Experiences | Selected Text Assignment | Selected Assessment Instruments ASI, SASSI, Mental Health Screening IV | Week 3 & 4 |
| 3-28-16 | Stages of Change Criminogenic Need | Selected Text Assignment | Selected Assessment Instruments CASI, MIDAS | Week 5 |
| 4-4-16 | DSM 5 | K, 1, 2, 3, 4 Selected Text Assignment | Selected Assessment Instruments TWEAK | Week 6 |
| 4-11-16 | Progress Notes | Selected Text Assignment | Presentation Demonstration | Week 7 |
| 4-18-16 | Case File Presentations | Selected Text Assignment | Presentations | Week 8 |
| 4-25-16 | Case File Presentations | Selected Text Assignment | Presentations | Week 9 |