



# 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>	October 16 – December 16, 2017
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Keri Nider
<i>Office:</i>	308- 765-2401
<i>Office Email:</i>	keri.nider@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Meeting Times:</i>	Wednesdays 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.

### **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 diagnostic information to determine appropriate 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 TEXT:** Johnson, D. & Johnson, S. (2003) **Real world treatment planning.** Brooks/Cole, Cengage Learning: Belmont CA

ISBN-13: 9780534596798

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

ISBN 130509476X

**RECOMMENDED TEXT:** American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: American Psychiatric Association  
ISBN (Paper) 978-0-89042-555-8

<b>CACREP Standards Addressed in this Course</b>
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Program Objective	Standard Identifier	CACREP Standard	Core Function	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"> <li>• Referral</li> <li>• Consultation</li> </ul>	Chapter review assignment
2	2.F.1.i	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and	<ul style="list-style-type: none"> <li>• Intake</li> <li>• Reports &amp; Record Keeping</li> </ul>	Chapter review assignment

		legal considerations in professional counseling		
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"> <li>• Client education</li> </ul>	Article critique
5	2.F.5.g	essential interviewing, counseling, and case conceptualization skills	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Case Management</li> <li>• TX planning</li> </ul>	Case Management Philosophy
3	2.F.5.h	developmentally relevant counseling treatment or intervention plans	<ul style="list-style-type: none"> <li>• TX planning</li> </ul>	Case file
3	2.F.5.i	development of measurable outcomes for clients	<ul style="list-style-type: none"> <li>• TX Planning</li> </ul>	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"> <li>• Case Management</li> <li>• Referral</li> </ul>	Reading reflection questions
5	2.F.7.b	methods of effectively preparing for and conducting initial assessment meetings	<ul style="list-style-type: none"> <li>• Assessment</li> </ul>	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"> <li>• Screening</li> <li>• Assessment</li> <li>• Crisis Intervention</li> </ul>	Case file
7	2.F.7.e	use of assessments for diagnostic and intervention planning purposes	<ul style="list-style-type: none"> <li>• Assessment</li> </ul>	Case file
7	2.F.7.k	use of symptom checklists, and personality and psychological testing	<ul style="list-style-type: none"> <li>• Screening</li> <li>• Assessment</li> <li>• Client education</li> </ul>	Case file
7	2.D.7.l	use of assessment results to diagnose developmental, behavioral, and mental disorders	<ul style="list-style-type: none"> <li>• Screening</li> <li>• Assessment</li> <li>• Client Education</li> </ul>	Case file

7	2.F.7.m	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	<ul style="list-style-type: none"> <li>• Screening</li> <li>• Assessment</li> <li>• Counseling</li> </ul>	Chapter review assignment
7	5.C.1.c	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	<ul style="list-style-type: none"> <li>• TX Planning</li> <li>• Case Management</li> <li>• Reports &amp; Record Keeping</li> </ul>	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"> <li>• Assessment</li> <li>• TX planning</li> <li>• Case Management</li> <li>• Referral</li> </ul>	Chapter review assignment
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"> <li>• Case management</li> <li>• Consultation</li> </ul>	Chapter review assignment
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"> <li>• Reports &amp; Record Keeping</li> </ul>	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"> <li>• TX planning</li> <li>• Case Management</li> </ul>	Chapter review assignment

2	5.C.3.d	strategies for interfacing with integrated behavioral health care professionals	<ul style="list-style-type: none"> <li>• Case Management</li> <li>• Referral</li> </ul>	Chapter review assignment
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### Measurement of Outcomes

Assignments (Direct): eekly 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](mailto:terese.francis@doane.edu)

## Course Requirements

1. **Participation/Attendance:** A high premium is placed by the instructor on class participation. Ideal class participation, that which earns the highest number of participation points, will exemplify the following:
  - Integrates class readings into participation: Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand
  - Interaction in classroom discussions: Always a willing participant; responds frequently to questions; routinely volunteers point of view, and, is respectful of others differences and always fosters a classroom climate of safety and inclusion.
  - Interaction in classroom learning activities: Always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view.
  - Student is “present”/available and open/vulnerable for the entire class session, and limits use of devices to break times.  
There is no way a student can “makeup” missing a class. If you need to miss a class, notify the instructor as soon as possible. If you miss one class, your grade will drop one grade level (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Graduate Office.  
Worth 10 points each class meeting for a total of 90 points (graded in Livetext)
  
2. **Weekly Assignments-** Due weekly as assigned.  
Students will respond to questions posted on Live Text related to the reading assignment each week. Questions may stem directly from one of the required textbooks, or may be related to the case file assignment. Students are expected to provide thoughtful responses that indicate a developmentally appropriate level of self-reflection, understanding of content and ability to incorporate new material. Students will submit their responses to the questions/exercises on Livetext each week by Tuesday at midnight. Each question must be thoroughly addressed to demonstrate an in-depth understanding of the information in a numbered, typed, double-spaced, formally written to discuss the major points in the material. The paper will be graded for analysis, critical thinking, and synthesis.  
Worth 20 points each week for a total of 140 points.
  
3. **Case File Submission** - Students will develop a Case File 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. letter of referral;
- j. discharge plan.
- k. Identification of relevant core functions and global criteria.

Students will submit the completed Case File document to Livetext by Tuesday, Week 8. Worth 200 points

4. **Case File Presentation** Students will present their case file either as assigned, either week 8 or 9. Worth 50 points.

### Evaluation Criteria

#### Final Grade

The final grade is based on the following criteria:

Participation	90 points	18%
Homework assignments	140 points	32%
Case File Presentation	50 points	10%
Case File Submission	200 points	40%

#### Grading Scale:

<b>A+</b>	100-97	<b>B+</b>	89.9-87	<b>C+</b>	79.9-77	<b>D+</b>	69.9-67	<b>F</b>	Below 60
<b>A</b>	96.9-93	<b>B</b>	86.9-83	<b>C</b>	76.9-73	<b>D</b>	66.9-63		
<b>A-</b>	92.9-90	<b>B-</b>	82.9-80	<b>C-</b>	72.9-70	<b>D-</b>	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. Students should be open to assessing and evaluating all student comments as well as having his or her own comments assessed and evaluated. 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. The instructor will not be available to help with technological issues the day of class.

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. Students should 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. Special needs should be discussed with the instructor. If you are on call or need to make a call/text please leave the classroom as talking or texting could distract others from learning.
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.

<b>Tentative Schedule</b>
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<b>Date</b>	<b>Topic</b>	<b>Reading Assignment –Due before class meeting</b>	<b>Assignment Due by Midnight Tuesday</b>
Week 1 10/18/17	Review course requirements Case management description. Case File format for final project Intro to 12 Core Functions	Summers – Fundamentals of Case Management Practice, Chapter 1 , pages 1- 26	Exercises 5,11,and 15 on page 27 in Summers.
Week 2 10/25/17	Ethics Cultural competency review; Overview - 12 Core Functions and global criteria.  Overview of client social history.	Summers –Chapters 2 & 3 TAP 21 – Intro to Addiction Counseling Competencies: Knowledge, Skills and Attitudes of Professional Practice	Exercise II- student will select two scenarios, describe best course of action and support with ethical codes (see ACA code of ethics). (CACREP 2.F.1.i)  Submit Relevant Client Profile Data, with identified core functions and global criteria. (CACREP 5.C.3.a)
Week 3 11/01/17	Social History revisions. Identifying core functions and global criteria in social history.  Overview of possible ethical dilemmas.  Intro to Treatment Planning and Treatment Barriers	Summers – Chapter 14 -16 Documentation TAP 21- Clinical Evaluation	Develop first draft of client social history (CACREP 5.C.2.m)
Week 4 11/08/17	Documentation Treatment Plan Problems/Goals/Objectives Documentation Stages of change Criminogenic need	Summers Chapter 12 & page 369 Johnson and Johnson Chapter 6  TAP 21 – TX planning	Identify and create problem statements, strengths, and needs. (CACREP 5.C.1.c Goals/Objectives – first draft (CACREP 5.C.1.c
Week 5 11/15/17	ASAM Criteria DSM V overview	Johnson & Johnson Chp 7 & 8 Summers – Chp 6 & 17	Submit- 5 problem statements, 3 goals, and a minimum of 3

	Introduction to assessments. Complete client assessments.  Intro to Progress Notes	TAP 21 - Documentation 12 Core Functions	objectives for each goal. Final Draft. Progress Notes – first draft (CACREP 5.C.1.c; 5.C.2.m) 12 Core Functions - Assignment
Week 6 11/22/17	Discuss Progress note submissions  DSM-Client symptoms and diagnosing.  Review Core functions	Read Chapter 23 Summers Johnson & Johnson Chp. 10 TAP 21- Service Coordination	Submit 5 Progress Notes- (CACREP 5.C.1.c; 5.C.2.m)  Re-evaluate for additional assessment needs (i.e. suicidal risk, self-harming, eating disorder. Identify additional assessments or support why additional assessments are not necessary. (CACREP 2.F.7.e; 2.F.7.c)  Submit client Diagnosis.
Week 7 11/29/17	Referrals and Discharge planning.  Discuss Clients Diagnosis and symptomology.	Johnson & Johnson Chp 11 Summers – Chp 22 & 26  TAP 21 – Client, Family and Community Education  TAP 21 - Referral	Complete 2 referrals and 1 letter of referral, discharge plan for client including updated diagnosis at discharge.  Referrals (CACREP 5.C.3.d)
Week 8 12/05/17	Client presentations  Treatment team review	Summers – Chapter 21	Submit Final Draft of Client Case File (CACREP 2.F.5.g; 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)
Week 9 12/13/17	Client presentations  Treatment team review		

### Course Declarations

**LiveText/Blackboard Usage:** LiveText and Blackboard will be utilized to collect various artifacts that can represent the student’s body of work. For example, key performance indicators 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.

**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 will be made public at the earliest possible time.