

## ADSTC108X : Case Management in Addiction Counseling

### General Information

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Course Code (CB01) :	ADSTC108X
Course Title (CB02) :	Case Management in Addiction Counseling
Department:	Allied Health
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2104.40) Alcohol and Controlled Substances
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	04/03/2020
Board of Trustees Approval Date:	05/07/2020
External Review Approval Date:	05/07/2020
Course Description:	<p>This course develops basic competencies in case management strategies for situations common in the addiction treatment setting, with attention to appropriate strategies of intervention, the admission process, and documentation of information as it pertains to clients with substance use disorders. Students are trained to screen, assess, and refer, if necessary, clients/patients to services which may apply the following: behavioral health counseling, criminal justice interventions; domestic violence; suicide; sexual abuse; Post Traumatic Stress Disorders (PTSD); distressed, agitated, or dangerous clients; and other relevant issues that can affect the outcome of successful treatment. The importance of appropriate case management and referral in crisis intervention is covered.</p>
Submission Type:	<p>Creation of new class. The Human Services Advisory Committee and labor market data reflect the need for an addiction studies certificate and associate degree.</p> <p>No value</p>
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Counseling</li></ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Psychology</li><li>• Sociology</li><li>• Social Work</li></ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

## Course Development Options

### Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Rationale For Credit By Exam/Challenge

No value

### Course Support Course Status (CB26)

No value

### Course Special Class Status (CB13)

Course is not a special class.

### Allowed Number of Retakes

0

### Retake Policy Description

No value

### Grade Options

- Letter Grade Methods

### Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

## Associated Programs

Course is part of a program (CB24)

### Associated Program

### Award Type

### Active

Addiction Counseling Studies (In Development)

Certificate of Achievement

Fall 2022

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

No value

### Transferability

Not transferable

### Transferability Status

Not transferable

C-ID	Categories	Status	Approval Date	Comparable Course
Addiction Studies	C-ID discipline	Approved	No value	ADS 170X

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54

**Total Course Out-of-Class Hours** 108

**Total Student Learning Hours** 162

**Faculty Load** 0

### Credit / Non-Credit Options

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54

**Course In-Class (Contact) Hours**

Lecture	54
Laboratory	0
Activity	0
<b>Total</b>	54

**Course Out-of-Class Hours**

Lecture	108
Laboratory	0
Activity	0
<b>Total</b>	108

### Time Commitment Notes for Students

No value

### Faculty Load

**Extra Duties:** 0

**Faculty Load:** 0

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value	No Value	No Value	No Value
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## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Advisory

#### ENGLC101 - Freshman Composition

Students are expected to read and comprehend college-level texts explaining complex research. In addition, they must critically analyze advanced scholarly articles for written assignments. Students are also expected to write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. ENGL C101 level ensures students have the skills necessary for success in these requirements.

### AND

### Prerequisite

#### ADSTC101 - Introduction to Addiction Studies

ADST C108X requires knowledge and understanding of basic addiction and rehabilitation counseling techniques that are taught in ADST C101. These concepts and principles form a foundation to view and understand addictive behaviors and methods of intervention.

### AND

### Advisory

#### ADSTC106X - Law and Ethics in Addiction Counseling

ADST 106X provides legal and ethical information important to understand when providing case management services.

## Entrance Skills

Entrance Skills	Description
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No value	No value
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## Limitations on Enrollment

Limitations on Enrollment	Description
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No value	No value
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## Specifications

### Methods of Instruction

#### Methods of Instruction

Audiovisual

#### Rationale

Audiovisual skills demonstration.

### Methods of Instruction

Case Study

#### Rationale

Analysis of case studies provides opportunities to apply skills.

### Methods of Instruction

Group Work

#### Rationale

Soft skills practice done in groups during class time.

### Methods of Instruction

Guest Lecturers

#### Rationale

Industry partners will discuss work experience.

### Methods of Instruction

Instruction through examination or quizzing

#### Rationale

Students will demonstrate understanding through quizzes, midterm, and/or final examinations.

### Methods of Instruction

Lecture

#### Rationale

PowerPoint presentations.

### Methods of Instruction

Outside reading

#### Rationale

Assigned textbook readings.

### Methods of Instruction

Presentations (by students)

#### Rationale

Individual and group presentations will be assigned to facilitate student comprehension.

### Methods of Instruction

Written work

#### Rationale

Written assignments will be assigned to facilitate student comprehension.

## Assignments

- A. Assigned reading of texts and/or professional journals to inform paper and/or class presentation. B. Field research and interviews for class discussion, paper(s), and/or presentation(s). C. Library research in preparation for paper(s) and/or presentation(s). D. Film analysis of scenarios, assessments, crisis invention, and/or mandated reporting.

### Methods of Evaluation

### Rationale

Homework

Oral and written case studies and scenario analyses.  
Example: Analyze a case study and create a treatment plan.

Research Paper

Essays of written synthesis of considerations for problem solving in the addiction counseling workplace.  
Example: Use the Diagnostic and Statistical Manual of Mental Disorders 5 criteria to determine an appropriate intervention for use with a fictional client.

Tests

Quizzes and Tests on identification and description of basic concepts of the addiction counseling profession.  
Example: Which of the following skills are important for work in the field?  
a. assertiveness in general  
b. basic understanding of human services ethical principles  
c. skill in finding information  
d. comfort in asking for supervision when you don't know what to do.  
e. all of the above.

Distance Education Description: how outcomes are evaluated

The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both for on-ground and online classes, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.

### Equipment

None.

### Textbooks

Author	Title	Publisher	Date	ISBN
Mullahy, C.	The Case Manager's Handbook (6th Ed.)	Jones & Bartlett Learning	2017	9781284102406

### Other Instructional Materials

Description	Open educational resources, as appropriate.
Author	No value
Citation	No value

### Materials Fee

None.

## Learning Outcomes and Objectives

Course Objectives

Demonstrate skills in interviewing, listening, self-care, and multi-cultural competency.

Exhibit skills in record-keeping and documentation.

Evaluate the psychological, social, and physiological symptoms to determine the appropriate course of action for a client with substance use disorder.

Assess a client's personal, social, and family history and create an appropriate treatment plan.

Explain effective crisis intervention and referral skills.

### CSLOs

Recognize and address signs of crisis in clients with substance use disorders.

Expected SLO Performance: 75.0

Maintain accurate documentation and client records.

Expected SLO Performance: 75.0

Produce an appropriate treatment plan based on a client's personal, social, and family history.

Expected SLO Performance: 75.0

Identify cultural competencies for use when providing case management services.

Expected SLO Performance: 75.0

## Outline

### Course Outline

#### Outline

#### A. Introduction

1. Terminology
2. Elements of case management
  - a. Assessment
  - b. Planning
  - c. Implementation
3. Service delivery planning
  - a. Termination
  - b. Discharge summaries
4. Resources
  - a. Agency resources
  - b. Gaps and unmet needs
5. Boundaries and limitations
6. Crisis response
  - a. Crisis and substance use
  - b. Safety

#### B. Assessment

1. Terminology
2. Intake
  - a. Questions

- b. Forms
- c. Cultural sensitivity
- d. Informed consent
- e. Rapport building
- f. Testing
- 3. Interview
  - a. Open-ended questions
  - b. Closed-ended questions
- 4. Eligibility determination
- 5. Age and developmental considerations
- 6. Crisis identification
  - a. Safety measures client
  - b. Safety measures staff
  - c. Suicidal ideation
  - d. Domestic violence
  - e. Child abuse
  - f. Sexual abuse
  - g. Other forms of crisis
- 7. Anger and aggression

### C. Planning

- 1. Terminology
- 2. Evidence-based practices
  - a. Treatment plan development
  - b. Culturally relevant treatment
  - c. Agency rules and regulations
- 3. Appropriate scope of practice
  - a. Limitations
- 4. Goal setting
  - a. Writing goals
  - b. Timelines
  - c. Rules and policies
  - d. Client expectations
  - e. Empowerment
  - f. Cooperation
- 5. Objectives
  - a. Writing objectives
  - b. Assessing objectives
- 6. Tracking progress
- 7. Termination
  - a. Closing each session
  - b. Termination of services
- 8. Documentation
  - a. Types of notes
  - b. Confidentiality
  - c. Privilege
- 9. Referral

### D. Assessment

- 1. Terminology
- 2. Tracking progress
  - a. Goal progress
  - b. Objective progress
- 3. Adjusting plan
- 4. Whole client
  - a. Family
  - b. Mental illness
  - c. Substance use and abuse
  - d. Community
  - e. Socioeconomic
  - f. Religion and belief systems
- 5. Interdisciplinary teams
- 6. Referral
- 7. Continuity of care
  - a. Follow-up

### E. Helper disposition



1. Terminology
  2. Self-Awareness
    - a. Identifying bias
    - b. Cultural norms
    - c. Personal
    - d. Professional
  3. Self-evaluation
    - a. Techniques
    - b. Timelines
  4. Professional evaluations
    - a. Enhance performance
    - b. Utilizing feedback
    - c. supervision
  5. Skills and competencies
    - a. Psychoeducational techniques
    - b. Knowledge of dysfunctional family dynamics
    - c. Cognitive-behavioral treatment techniques
  6. Self-care
    - a. Identifying burnout
    - b. Addressing stress
- F. Ethical guidelines
1. Terminology
  2. Cultural competence
  3. Supervision
    - a. Effective use of supervision
    - b. Personal feelings
  4. Ethical standards of care
    - a. Identifying the client
    - a. Addictions Treatment Specialists code of ethics
  5. Legal requirements
  6. Continuing education

## Delivery Methods

**Delivery Method:** Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course will be evaluated and assessed using projects, essays, and/or examinations scored with a rubric. Student-Instructor contact will include the following: discussion forums, learning management system messages, announcements, and feedback for each student's work. Student-Instructor contact MAY include the following: chat/Zoom, newsgroup/discussion board, phone, and iTV. Student-Student contact will include the following: discussion forums. Student-Student contact MAY include the following: chat/Zoom, learning management system messages, group work, and peer reviewed projects.

**Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other**

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Telephone
- iTV - Interactive Video

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Learning management system.

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Class size limited to 30.