Adler Graduate School

Richfield, MN

AGS Course 583

Case Management and Treatment Planning

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 583
1.3 Case Management and Treatment Planning
1.4 Three (3) credits
1.5 Prerequisite: 533, 581, 582

2. Course Description

This course includes the review of the core functions of addiction counseling, screening, intake, assessment, orientation, treatment planning, referral, reporting & record keeping, and consultation with other professionals. Emphasis is placed integrated treatment planning, client management, client records, and the coordination of services in co-occurring treatment.

3. Texts, Materials and Resources (required and optional)

3.1 Required materials:


3.2 Suggested materials: None
4. **Competencies and Learning Outcomes**

Students in this course learn about or are able to do:

4.1 Understands ethical and legal considerations specifically related to the practice of addiction and counseling.

4.2 Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.

4.3 Understands factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders.

4.4 Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions.

4.5 Demonstrates Crisis intervention plans and techniques.

4.6 Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.

4.7 Understands how living in a multicultural society affects clients with addictions.

4.8 Understands effective strategies that support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of addiction counseling.

4.9 Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions.

4.10 Understands how to critically evaluate research relevant to the practice of addiction counseling.

4.11 Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling.

4.12 Applies relevant research findings to inform the practice of addiction counseling.

4.13 Can identify other best practices and resources.

4.14 Demonstrates knowledge of a wide array of resources for effective case management.

4.15 Utilizes effective interpersonal communication skills to collaborate with professionals within the Behavioral Health system and in other systems.

4.16 Demonstrates the ability to differentiate between assessment, intake, and screening.

4.17 Demonstrates clinical writing skills at a professional level.

4.18 Demonstrates ability to write quantitative treatment plan goals to address Co-Occurring disorders.
5. **Course Outline**

5.1 **Unit 1** Intro to Case Management and Treatment Planning 1/9/2014

1) Quiz: Mandated Reporting, Tarrasoff, and Confidentiality (10 points)
2) Read for next class Co-Occurring Literature Review
3) Assigned Homework: Write 1-2 page reflection paper on reading due next class (10 points)

5.2 **Unit 2** Screening & Placement 1/16/2014

1) Have Read
   a. Co-Occurring Literature Review
   b. Ready to Test pp. 193 and 360-364
2) Homework due: 1-2 page reflection paper
   Screening tools inclass assignment (25 points)
3) Assigned Homework: 1 page reflection paper due beginning of next class (5 points)

5.3 **Unit 3** Assessments 1/23/2014

1) Have Read:
   a. Ready to Test pp. 202-206
2) Homework Due: 1 page reflection paper
   Inclass Assignemtn – Rule 25 (25 points)
3) Assigned Homework: Save todays activity for future assignments

5.4 **Unit 4** Intakes 1/26/2014

1) Have Read
   a. Ready To Test pp. 197-202
2) Homework Due: NONE
3) Assigned Homework: Save todays activity for future assignments
   a. Headway Outline Pratice interviews in Tri-ads (40 points)

5.5 **Unit 5** Treatment Planning 1/30/2014

1) Have Read:
   a. Treatment Planner and Homework Planner
   b. Ready To Test 339-344
2) Homework Due: Bring Practice Interviews from last class
3) Assigned Homework: Save todays activity for future assignments
   a. In class assignment & peer review of treatment goals (10 points)

5.6 **Unit 6** MN Diagnostic Assessment Writing 1/26/2014

1) Have Read:
2) Homework Due: Treatment goals
3) Quiz: Components of a DA (10 points)
4) Homework/In-class: Writing a DA (40 points see Rubric)
Due at the beginning of next class

5.7 Unit 7  Crisis Interventions and Trauma Informed Care  2/9/2014

1) Have Read:
   a. Ready To Test pp. 344-356
   c. Read the following sections
      Addiction and Trauma Recovery Integration Model (ATRIUM)  
      Essence of Being Real    
      Risking Connection    
      Sanctuary Model    
      Seeking Safety    
      Trauma, Addictions, Mental Health, and Recovery (TAMAR) Model    
      Trauma Affect Regulation: Guide for Education and Therapy (TARGET)    
      Trauma Recovery and Empowerment Model (TREM and M-TREM)

2) Homework Due: Written, polished DA
3) Quiz: Assigned Reading on Trauma (5 points)
4) Video – De-escalation and TIC
5) Assigned Homework: Case studies – in class – homework of not completed (10 points)

5.8 Unit 8  Charting and Record Keeping  2/7/2014

1) Have Read:
   a. Ready to Test pp. 364-367

2) Homework Due:
   a. Case Studies

3) Assigned Homework: Study for final assessment

5.9 Unit 9  Celebration Pot-Luck and Final Assessment  2/9/2014

1) Final Assessment (10 points)

Final Assignment

Program Critique (Due Module 7)
6. **Special Project Time (SPT)**

The Special project for Case Management is a Resource/Case Management binder for an assigned County in Minnesota. The purpose of this binder is to provide you with easy access to a significant number of resources which you will be able to take with you for practicum, internships, job interviews, and in your future careers. Furthermore, you will be asked to make copies of your county specific resources for your classmates. This is done to promote Case Management collaboration and help students have access to a wider range of resources throughout the state of Minnesota while making the work load for producing this binder reasonable. Please referance the Rubric for work expectations and grading guidelines.

6.1 Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience requiring 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short integrative writing component or (b) a research exercise and a short integrative writing component.

6.2 An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment.

6.3 SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. **Writing Guidelines including APA Format**

All written assignments in courses at the Adler Graduate School, including those submitted in online courses, must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).
8. **Assessment/Evaluation Procedures**

8.1 **Assignment Overview**

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Course Outcome Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addiction Literature Review</td>
<td>Mod 2</td>
<td>10</td>
<td>4.10</td>
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<tr>
<td>In Class Quizzes</td>
<td>Mod 1</td>
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<tr>
<td>Screening Tools</td>
<td>Mod 2</td>
<td>25</td>
<td>4.11, 4.16</td>
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<td>Rule 25 Assessments</td>
<td>Mod 2</td>
<td>25</td>
<td>4.8, 4.11</td>
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<tr>
<td>Reflection Paper</td>
<td>Mod 3</td>
<td>5</td>
<td>4.11</td>
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<tr>
<td>Practice Interviews</td>
<td>Mod 3</td>
<td>40</td>
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<td>Writing DA</td>
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<td>Final Assessment</td>
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<td>4.13, 4.14, 4.15</td>
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8.2 **Grading:** [Based on total points for the class]

- A 270-300 points
- B 240-269 points
- C 210-239 points
- R 209 or less= Retake

9. **Attendance Policy**

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are **expected to attend all class meetings**. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into **nine units**. **One unit is equal to** one evening class session, ½ of a weekend day session, one unit/posting in an online class or, roughly, 3 ¼ hours of class time. If a student **misses** more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions are automatically not eligible to receive a grade for the class and are expected to retake the class.

In **online classes**, the student fulfills the class session or unit by complying with posting and other submission deadlines.
It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have **additional attendance requirements** based on the structure of the course. Those specifics are listed here:

*Questions or appeals* about the implementation of the attendance policy may be directed to the Academic Vice President.

### 10. Participation Disclaimer

10.1 Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

10.2 Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are available.

### 11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.
13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

Jill Hubble MSEd., LADC, LPC
Adjunct Faculty
Adler Graduate School
1550 East 78th Street
Richfield, MN 55423

Cell Phone: 952-210-0812
This is my private cell phone number. Please do not share this number with the public, and please respect family time. I will do my best to return calls within 24 hours.

Office Email:  jill.hubble@alfredadler.edu

Updated 8/10/2013