

# Adler Graduate School

Richfield, MN

AGS Course 583 Spring II 2016

Dates May 16, 2015-June 20, 2016

## 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 and 581

### 2. Course Description

This course includes the review of the twelve (12) core functions of addiction counseling through a co-occurring lens; Screening, intake, orientation, assessment, treatment planning, counseling, case management, crisis intervention, client education, referral, reports and record keeping, and consultation with other professionals in COD programming.

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

#### 3.1 Required materials:

- 1) The Co-Occurring Disorders Treatment Planner (Practice Planners), 3<sup>rd</sup> ed. Klott, J. & Jongsma, A.E., 2006. ISBN-13: 978-0471730811
- 2) Addiction Treatment Homework Planner (Practice Planners), 5<sup>th</sup> ed. Finley, J.R, Lenz, B.S., ISBN-13: 978-1118560594
- 3) Getting Ready to Test: A Review/Preparation Manual for Drug and Alcohol Credentialing Examinations. Distance Learning Center (DLC). Santa Fe, NM ISBN-13: 978-1-61658-286-9
- 4) Center for Substance Abuse Treatment. Substance Abuse Treatment for Persons With Co-Occurring Disorders. Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 2005. (Treatment Improvement Protocol (TIP) Series, No. 42.) Available from: <http://www.ncbi.nlm.nih.gov/books/NBK64197/>
- 5) Rule 25 Assessment. Alcohol and Drug Abuse Division, 2013. Available at: <https://edocs.dhs.state.mn.us/lfservlet/Public/DHS-5204-ENG>

- 6) Core Functions of a Licensed Alcohol and Drug Abuse Counselor, MN Statute 148F.01, Subd 10: Available at: <https://www.revisor.mn.gov/statutes/?id=148F.01>
- 7) Minnesota Matrix, available at: <https://edocs.dhs.state.mn.us/lfserver/Public/DHS-5204B-ENG>
- 8) Rule 31 Progress Note and Treatment Plan Review: [http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16\\_154044.pdf](http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_154044.pdf)
- 9) Rule 31 Individual Treatment Plan template, available at: [http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16\\_154045.pdf](http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_154045.pdf)
- 10) Rule 31 Initial Services Plan, available at: [http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16\\_154043.pdf](http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_154043.pdf)
- 11) Rule 31 Comprehensive Assessment, available at: [http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16\\_154042.pdf](http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_154042.pdf)
- 12) Rule 31 Comprehensive Assessment Summary, available at: [http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16\\_154041.pdf](http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_154041.pdf)
- 13) Rule 31 Dishcharge Summary, available at: [http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16\\_158261.pdf](http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_158261.pdf)
- 14) Rule 31, is MN Administrative Rule 9530.6405-9530.6505, available at: <https://www.revisor.mn.gov/rules/?id=9530>
- 15) MN, DHS Integrated Dual Disorder webpage: [http://www.dhs.state.mn.us/main/idcplg?IdcService=GET\\_DYNAMIC\\_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16\\_164264#](http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_164264#)
- 16) Diagnostic Assessment as defined and deliniated by DHS: [http://www.dhs.state.mn.us/main/idcplg?IdcService=GET\\_DYNAMIC\\_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=id\\_058048](http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=id_058048)

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 due 5/17/16

#### Clinical Writing and Case Management

- 1.) Read through 12 core functions (<https://www.revisor.mn.gov/statutes/?id=148F.01> and global criteria ([http://dhhs.ne.gov/publichealth/Documents/12\\_Core\\_Functions.pdf](http://dhhs.ne.gov/publichealth/Documents/12_Core_Functions.pdf))
- 2.) Read through Rule 31 (<https://www.revisor.mn.gov/rules/?id=9530>)
- 3.) NOTICE: Rule 31 is **ONLY 9530.6405-9530.6505**
- 4.) Power point on clinical writing and read Getting Ready To Test p. 364 – 366

### 5.2 Unit 2 due 5/20/16

#### Screening and Placement

- 1.) Review different screening tools (Getting Ready To Test p. 230 – 242)
- 2.) Definition of Screening (Getting Ready To Test p. 193 – 196) and MS 148F.01, Subd 10 (1): <https://www.revisor.mn.gov/statutes/?id=148F.01>
- 3.) Introduction to 6 dimensions (<http://www.asam.org/publications/the-asam-criteria/about>)
- 4.) Introduction to MN matrix and risk ratings (<https://edocs.dhs.state.mn.us/lfserver/Public/DHS-5204B-ENG>)

### 5.3 Unit 3 due 5/24/16

#### Assessments

- 1.) Definition of assessment (Getting Ready To Test p. 202 – 229), also review 9530.6605 Subp 8: <https://www.revisor.mn.gov/rules/?id=9530.6605> and 148F.01Subp 10 (4): <https://www.revisor.mn.gov/statutes/?id=148F.01>
- 2.) Introduction to Chemical Health Assessments (<https://edocs.dhs.state.mn.us/lfserver/Public/DHS-5204-ENG>)
- 3.) Overview handout of Rule 25 process
- 4.) Review MN Matrix (<https://edocs.dhs.state.mn.us/lfserver/Public/DHS-5204B-ENG>)
- 5.) Collateral contacts/referrals – review 9530.6605, Subp 10: <https://www.revisor.mn.gov/rules/?id=9530.6605>

**5.4 Unit 4 due 5/27/16****Intake and Orientation**

- 1.) Definition of intake and orientation (Getting Ready To Test p. 197 – 201), review 148F.01 Subd 10 (2) and (3): <https://www.revisor.mn.gov/statutes/?id=148F.01>
- 2.) Vulnerable Adult information and Mandated Reporting: review MN Statute 626.557 and 626.5572 at <https://www.revisor.mn.gov/statutes/?id=626.557> and <https://www.revisor.leg.state.mn.us/statutes/?id=626.5572>
- 3.) Individual Abuse Prevention Plan; review: 245A.65, subdivision 2, paragraph (b): <https://www.revisor.mn.gov/statutes/?id=245a.65> and 626.557, subdivision 14, paragraph (b): <https://www.revisor.mn.gov/statutes/?id=626.557>
- 4.) Requirements for a release of information in 42 CFR 2.31: <https://www.law.cornell.edu/cfr/text/42/2.31>
- 5.) Initial Services Plan: ([http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16\\_154043.pdf](http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_154043.pdf))
- 6.) Read through Consent and Confidentiality <http://www.mnschoolcounselors.org/Resources/Consent%20and%20Confidentiality.pdf>
- 7.) Review Client Rights 953.6470: <https://www.revisor.mn.gov/rules/?id=9530.6470>
- 8.) Review Release of Information template

**5.5 Unit 5 due 5/31/16****Diagnostic Assessments and Referral**

- 1.) Comprehensive assessments and comprehensive assessment summaries: <https://www.revisor.mn.gov/rules/?id=9530.6422>
- 2.) DHS Diagnostic Assessment: [http://www.dhs.state.mn.us/main/idcplg?IdcService=GET\\_DYNAMIC\\_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=id\\_058048](http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=id_058048)
- 3.) DSM V information (Getting Ready To Test p. 641 – 670)
- 4.) Differential Diagnoses and substance induced disorders Power Point
- 5.) Definition of Referral (Getting Ready To Test p. 360 – 364), review 148F.01, Subd 10 (10): <https://www.revisor.mn.gov/statutes/?id=148F.01>
- 6.) Review templates for Comprehensive Assessment, Comprehensive Assessment Summary, and Diagnostic Assessment

**5.6 Unit 6 due 6/3/16****Treatment Planning and Client Education**

- 1.) Definition of treatment planning (Getting Ready To Test p. 339 - 341); also 148F.01, Subp 10 (5): <https://www.revisor.mn.gov/statutes/?id=148F.01> and 9530.6425: <https://www.revisor.mn.gov/rules/?id=9530.6425>
- 2.) Definition of client education (Getting Ready To Test p. 357 – 360)
- 3.) Treatment Planning Basics: Read Introduction in *The Co-Occurring Disorders Treatment Planner* (p. 1-9)
- 4.) How to create an integrated treatment plan: [http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16\\_154045.pdf](http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_154045.pdf)

**5.7 Unit 7 due 6/7/16**

**Case Management and Counseling**

- 1.) Definition of case management (Getting Ready To Test p. 342 - 343); review 148F.01, Subd 10, (6) + (7) : <https://www.revisor.mn.gov/statutes/?id=148F.01>
- 2.) Definition of counseling (Getting Ready To Test p. 243 – 338); review 148F.01, Subd 10 (6): <https://www.revisor.mn.gov/statutes/?id=148F.01>

**5.8 Unit 8 due 6/10/16**

**Crisis Intervention and Consultation**

- 1.) Definition of crisis intervention (Getting Ready To Test p. 344 – 355); review 148F.01, Subd 10 (8)
- 2.) Definition of consultation (Getting Ready To Test p. 367 – 368); review 148F.01, Subd 10 (12)
- 3.) Trauma – Informed Approach and Trauma-Specific Interventions  
<http://www.samhsa.gov/nctic/trauma-interventions>

**5.9 Unit 9 due 6/14/16**

**Discharge Planning and Coordination of Care**

- 1.) Definition of discharge planning and coordination of care; review 9530.6425, Subp 4: <https://www.revisor.mn.gov/rules/?id=9530.6425>
- 2.) Communication with other professionals, review 148F.01, Subd 10 (12): <https://www.revisor.mn.gov/statutes/?id=148F.01>
- 3.) Review Discharge Summary:  
[http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16\\_158261.pdf](http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_158261.pdf)
- 4.) **Final Quiz due 6/20/15 11:59pm CST**

**Special Project Time: Due Sunday July 5<sup>th</sup> by 11:59pm CST**

**Original Forum Posting Submissions**

Original posts are graded on a scale of 0-4 points. Responses posted after the deadline will not be graded. You can earn a maximum of 16 points in this required activity.

Points	Interpretation	Grading Criteria
4	Excellent	Comments a) are accurate and relevant; b) demonstrate original thinking; c) use appropriate scholarly support; d) are well written, with no significant grammar and punctuation errors and no violation of “netiquette”. Four point comments contribute substantially to the course discussions and stimulate additional thought and further discussions about the topic discussed in the particular unit.
3	Above Average	Comments lack at least one of the above qualities, but are above average overall, with regard to their content, and make a good contribution to our understanding of the issue being discussed.
2	Average	Comments lack two or three of the required qualities. Comments which are based upon personal opinion but not supported by scholarly research or personal experience and/or comments violating important netiquette rules often fall within this category.

1	Minimal	Comments present little or no new information, lack three or more of the above qualities. However, one point comments may provide important social presence and contribute to a collegial atmosphere.	7.4
0	Unacceptable	The comment lacks all four qualities or in violation of AGS academic integrity policy	

#### Peer Responses

Peer responses can earn up to 2 points per unit, with a maximum of 8 points total. Peer responses are graded on accuracy, relevance, presence of scholarly support, and delivery (including compliance with major grammar and punctuation rules and netiquette). Peer responses posted after deadline will be not graded.

In these responses, you will a) bring another aspect to the discussion, add a new insight to already offered ideas; b) find additional scholarly support for your classmate's position and demonstrate that you have done some good additional reading on the issue; c) reply to a group of your classmates by comparing or contrasting their stated positions, or probing, offering a counter-thought; and/or d) integrate your classmates' observations into your original position (whether supportive or not).

In meeting at least one of the above (a-d) requirements, a good peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate. While offering a good challenge in your peer responses, please don't forget that validation and respect are two integral rules in any scholarly conversation.

## 6. Special Project Time (SPT) 36 points

The Special project for Case Management will be a client folder including a Rule 25 assessment, Initial Service Plan, Releases of Information, Comprehensive Assessment, Comprehensive Assessment Summary, Diagnostic Assessment, Individual Treatment Plan, Progress Notes/Treatment Plan Reviews, and a Discharge Summary. All these portions will be completed on the templates for Rule 31 programs provided at the urls under "Required Texts, Materials and resources" portion of this syllabus. You are free to create the client of your choice (demographics), but they must be a COD client (including at least one primary substance of choice and one diagnostic mental health disorder) and use the same client through the entire process, from Rule 25 assessment to discharge summary. The client must remain in treatment at least six weeks or six treatment sessions, requiring 6 treatment plan updates and progress notes.

- 6.1 Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience requiring 45 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* (6<sup>th</sup> edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

8. Assessment/Evaluation Procedures

- 8.1 Assignment Overview
- 8.2 Assignments submitted after 11:59pm on the date it is due will be worth 50% of the original points.

Assignment or Activity	Due Date	Point Value	Course Outcome Addressed
Original Posting	Dates on syllabus	Total of 36 points, 4 per post for 9 posts	Per course outline above
Peer Posting	Dates on syllabus	Total of 18 points, 1 each per peer review x2 peer reviews per week.	Per course outline above
Quiz		Total of 10 points	Per course outline



Special Project	By 7-6-15	36	4.13, 4.14, 4.15
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8.3 Grading: [Based on total points for the class]

- A 93-100 percent
- A- 90-92 percent
- B+ 87-89 percent
- B 83-86 percent
- B- 80-82 percent
- C+ 77-79 percent
- C 70-76 percent
- R Retake- Needs more time or instruction to master the requirements of the class

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 informatino 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 requiriements** 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.

In most of the courses, you will have two deadlines per week during the five weeks of coursework. For each week, and in conjunction with online instruction and other learning activities, your course instructor will announce two discussion questions or topics corresponding with two of the units in the course outline. The questions will appear in Moodle each Monday morning for the five weeks of coursework. You will have until Tuesday night (11:59 PM CST) for the first question and Friday night (11:59 PM CST) for the second question to submit your original response.

Your original response will be at least 350 words, with at least one scholarly reference. Through discussions supported by in-text citations and other references, your response will reflect critical thought related to the topic and specific assignments for that unit

You will then have until Wednesday night (11:59 PM CST) and Saturday night (11:59 PM) to respond to at least two of your classmates' postings for each question (four responses per week). These peer responses have to be substantive. In these responses, you will bring another aspect to the discussion, find additional scholarly support for your classmate's position, reply to a group of your classmates by comparing or contrasting their stated positions, integrate your classmates' observations into your original position. In sum, an ideal peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate.

Please post your Peer Responses no later than Wednesday at midnight (for discussion topic One) and no later than Saturday at midnight (for discussion topic Two), but not before you post your original response. Your course instructor will acknowledge your participation and will grade the quality of it by responding to your original posting, whether individually or in a summary format.

Not complying with posting deadlines or not posting at all will be counted as a missed class.

## 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.

12. 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.

13. 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.

14. Instructor Contact Information

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