The College of Education’s Conceptual Framework
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program Mission
To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

COURSE INFORMATION
COUN 5500, Counseling and Case Management, 4 Credits
Building Room
Days, Times

INSTRUCTOR
Name
Office (Building and Room)
Office Hours (incl. by appointment)
Phone (Instructor Office, Receptionist, Home*)  * = optional

REQUIRED TEXTS AND/OR READINGS
TEXT and MATERIALS
Required Text (s) : Mental Health Case Management: A Practical Guide; S. Eack, C. Anderson, PhD, Msw, C Greeno; Sage Publications, 2012

Required Materials: “TIP 27: Comprehensive Case Management for Substance Abuse Treatment”

CONTENT AREAS
COURSE DESCRIPTION
Graduate Bulletin Description: This course introduces the student to chemical dependency case management in mental health, post-secondary, and school settings. The student will learn chemical dependency treatment planning, referral and use of community resources, documentation, and chemical dependency confidentiality and rules and regulations.

Course Purpose(s)/Goal(s): The purpose of this course is to familiarize students with case management for the chemically dependent. Treatment planning, referrals, and the use of community resources will be explored
Course Rationale (Required):
1. CACREP Standards

   Section II: Professional Counseling Identity
   E. Current counseling-related research in the curriculum.

2. SOCIAL AND CULTURAL DIVERSITY
   a. multicultural and pluralistic characteristics within and among diverse
groups nationally and internationally
   c. multicultural counseling competencies
   f. help-seeking behaviors of diverse clients

5. COUNSELING AND HELPING RELATIONSHIPS
   f. counselor characteristics and behaviors that influence the counseling
   process
   g. essential interviewing, counseling, and case conceptualization skills

2. Washington Administrative Code WAC 246-811-030
   Chemical Dependency Professional
   • 2 (d) Understanding addiction placement, continuing care, and discharge
criteria, including American Society of Addiction Medicine (ASAM) criteria;
   • 2 (f) Chemical dependency clinical evaluation (screening and referral to
   include comorbidity);
   • 2 (h) Chemical dependency treatment planning;
   • 2 (i) Referral and use of community resources;
   • 2 (j) Service coordination (implementing the treatment plan, consulting,
   continuing assessment and treatment planning);
   • 2 (q) Documentation, to include, screening, intake, assessment, treatment
   plan, clinical reports, clinical progress notes, discharge summaries, and other
   client related data;
   • 2 (r) Chemical dependency confidentiality;
   • 2 (v) Chemical dependency case management; and
   • 2 (w) Chemical dependency rules and regulations.

KNOWLEDGE AND SKILLS OUTCOMES
COURSE OBJECTIVES (Required) (explicitly related to Course Purposes/Goals)
• Students will demonstrate understanding of quality mental health and chemical
dependency services in clinical mental health settings that lead to a more just and
humane world.
• Students will demonstrate understanding of quality counseling and chemical
dependency services in K-12 schools that lead to a more just and humane world.
• Knowledge of accepted principles of client record management
• Demonstrate documentation of the continuum of care:
• Protection of client rights to privacy and confidentiality in the preparation and
handling of records
- Preparation accurate and concise screening, intake and assessment reports
- Utilize accepted methods and instruments for measuring treatment outcomes
- Preparation of accurate and concise discharge summaries
- Developing and implementing creative, individualized treatment plans
- Documenting client progress in relation to treatment goals and objectives
- Documenting clear, concise referral for continuing care and multidisciplinary services

COURSE INSTRUCTIONAL METHODS
Including a listing of the variety of instructional methods/strategies/techniques to be used in the course: e.g., role playing, small group projects, video tapes, brainstorming, focus groups, student presentations with peer feedback (oral or written).

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

COURSE REQUIREMENTS

A. Assignments and Activities

<table>
<thead>
<tr>
<th>Assignment</th>
<th>CACREP Standard</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment Plan</td>
<td>2, 5</td>
<td>20</td>
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<tr>
<td>Assessment Assignment</td>
<td>5</td>
<td>40</td>
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<tr>
<td>Research Paper/final presentation</td>
<td>1, 2, 5</td>
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B. Grading Scale:

<table>
<thead>
<tr>
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<th>Grade</th>
<th>Points</th>
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<td>80-83</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
<td>77-79</td>
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<tr>
<td>87-89</td>
<td>B+</td>
<td>74-76</td>
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<td>84-86</td>
<td>B</td>
<td>70-73</td>
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<td>90-93</td>
<td>A-</td>
<td>67-69</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<td>80-83</td>
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<td>57-59</td>
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<tr>
<td>77-79</td>
<td>C+</td>
<td>54-56</td>
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<tr>
<td>74-76</td>
<td>C</td>
<td>51-53</td>
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<td>70-73</td>
<td>C-</td>
<td>48-50</td>
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<td>67-69</td>
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<td>64-66</td>
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<td>27-29</td>
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<tr>
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<tr>
<td>21-23</td>
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C. Course Requirements:

1) Attendance at all class meetings, completion of all assigned readings prior to each class and required Canvas submissions.
2) Treatment Plan:
   a. Read assigned vignette and create a treatment plan using the course handouts, lecture materials, and outline from your book.
3) Assessment Assignment:
   a. Pick an assessment tool, either from the examples in the book or from on-line sources.
   b. Ask a friend, colleague, family member, to be part of an interview using the assessment tool.
   c. Interview your subject and write up the results.
   d. Submit your “Assessment” to the instructor on Canvas for grading. Please make sure all identifying information is deleted from the document. Please use a fictitious name for the subject.

4) Research Paper: Write an argumentative paper on a controversial issue in the drug and alcohol field. This requires that you look at both sides of an issue and take a position on one side or the other. You not only take a stand on an issue, but you must defend it against opposing points of view. Therefore, your argumentative research paper will involve advocacy and persuasion.
   a. Select your topic
   b. Research the issues surrounding the topic
   c. Read other writers’ arguments for and against
   d. Take a stand
   e. Present supporting evidence in favor of your position
   f. Defend your position against opposing points of view
   g. Anticipate and deflect arguments against your position
   h. Make your case persuasively
   i. Present your argument to the class
# SCHEDULE OF COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>CACREP Standard</th>
<th>Readings and Assignments</th>
<th>STATE STANDARD</th>
<th>Evaluation Method</th>
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<tbody>
<tr>
<td>Class #1</td>
<td>Introduction to Addiction Case Management</td>
<td>3</td>
<td>CM: Page 1-27 TIP: Page 1-17</td>
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<tr>
<td>Class #2</td>
<td>Treatment Planning and Documentation</td>
<td>1, 2</td>
<td>CM: Pages 27-49 TIP: Page 17-39</td>
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<td>Class #3</td>
<td>Screening, intake and assessment</td>
<td>1,2,3</td>
<td>Treatment Plan Assignment Due</td>
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<tr>
<td>Class #4</td>
<td>Measuring treatment outcomes</td>
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<td>CM: Pages 49-81 Assessment Assignment Due</td>
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<td>Class #5</td>
<td>Understanding American Society of Addiction Medicine (ASAM) criteria</td>
<td>2, 3</td>
<td>CM: Pages 81-95</td>
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<td>Class #6</td>
<td>Chemical Dependency Report Writing</td>
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<td>Building Blocks of Case Management and the Criminal Justice System</td>
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<td>CM: Pages 103-111</td>
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<td>Class #8</td>
<td>Diversity and Chemical Dependency Case Management</td>
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<td>TIP: 51-65</td>
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<tr>
<td>Class #9</td>
<td>Licensure and state requirements</td>
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<td>Department of Health website</td>
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<tr>
<td>Class #10</td>
<td>Final presentations of research paper</td>
<td>1</td>
<td>Research Paper Due</td>
<td></td>
<td>2v</td>
</tr>
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</table>
NOTICE to STUDENTS concerning TWO Important Student Academic Resources (Required in all syllabi):

Lemieux Library and McGoldrick Learning Commons (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at:

http://www.seattleu.edu/learningcommons

Academic Integrity Tutorial: accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: Academic Integrity Tutorial which contains the URL:

<https://www.seattleu.edu/academicintegrity>

DISABILITY ACCOMMODATION POLICY AND PROCEDURE STATEMENT

NOTICE to STUDENTS concerning DISABILITIES (Required in all Syllabi)

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism (Required in all Syllabi)

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679

Academic Grading Grievance - Procedure for Challenging Course Grades (REQUIRED in all syllabi)

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.
The academic grading grievance policy and procedure document can be downloaded using the following URL:

https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678

**Professional Conduct Policy (REQUIRED in all syllabi)**

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690

**WASHINGTON ADMINISTRATIVE CODE and/or PROFESSIONAL STANDARDS (REQUIRED, if in a Wa state certification or endorsement program)**

Include the text of WACs/Professional Standards or a Reference to a separate document which is/has been handed out and contains the text of the applicable WACs/Professional Standards.