**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.

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| **COURSE INFORMATION**COUN 5500 02, Counseling and Case Mgmt.4 CreditsOnline Only/Synchronous Wednesdays 4:00 pm-7:15 pm | **INSTRUCTOR**Office: Office Hours: Email:  |

**Required Texts:**

1. Atkins, C. (2014). *Co-occurring disorders: Integrated assessment and treatment of substance use and mental disorders*. PESI.

ISBN: 978-1-936128-54-9

1. American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders (5th ed.).* Washington DC: Author.

 ISBN-10: 0890425558

1. SAMHSA. TIPs Series. DO NOT PURCHASE; ALL ON CANVAS
2. All other readings will be available in Canvas and listed on course readings

**Optional Text:**

1. American Society of Addiction Medicine, Inc. (2013). *The ASAM criteria: Treatment criteria for addictive, substance-related, and co-occurring conditions (3rd ed.)*. The Change Companies.

**Course Description:**

This course introduces the student to substance use disorder case management in mental health, post-secondary, and school settings. The student will learn substance use disorder treatment planning, referral and use of community resources, documentation, and substance use disorder confidentiality and rules and regulations.

**Course Rationale:**

**CACREP Standards**

2.F.1. PROFESSIONAL COUNSELING ORIENATION AND ETHICAL PRACTICE

b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human services and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

2.F.2. SOCIAL AND CULTURAL DIVERSITY

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

c. multicultural counseling competencies

e. the effects of power and privilege for counselors and clients

f. help-seeking behaviors of diverse clients

2.F.5. COUNSELING AND HELPING RELATIONSHIPS

b. a systems approach to conceptualizing clients

f. counselor characteristics and behaviors that influence the counseling process

g. essential interviewing, counseling, and case conceptualization skills

h. developmentally relevant counseling treatment or intervention plans

i. development of measurable outcomes for clients

j. evidence-based counseling strategies and techniques for prevention and intervention

k. strategies to promote client understanding of and access to a variety of community-based resources

2.F.7. ASSESSMENT AND TESTING

b. methods of effectively preparing for and conducting initial assessment meetings

e. use of assessments for diagnostic and intervention planning purposes

l. use of assessment results to diagnose developmental, behavioral and mental disorders

2.F.8. RESEARCH AND PROGRAM EVALUATION

b. identification of evidence-based counseling practices

5.C.1. FOUNDATIONS

c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

5.C.2. CONTEXTUAL DIMENSIONS

a. roles and settings of clinical mental health counselors

c. mental health service delivery models within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks

e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

**Washington Administrative Code WAC 246-811-030 Educational Requirements**

2 (d) Understanding addiction placement, continuing care, and discharge criteria, including American Society of Addiction Medicine (ASAM) criteria;

2 (e) Cultural diversity including people with disabilities and its implication for treatment;

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 (s) Professional and ethical responsibilities

2 (u) Adolescent chemical dependency assessment and treatment;

2 (v) Chemical dependency case management; and

2 (w) Chemical dependency rules and regulations.

**Course Objectives and Goals:**

* Students will gain understanding of mental health and substance use disorder services that lead to a more just and humane world
* Students will gain knowledge of accepted principles of client record management
* Students will demonstrate documentation of the continuum of care
* Students will understand client rights to privacy and confidentiality in preparation and handling of records
* Students will learn how to prepare accurate and concise screening, intake and assessment reports
* Students will learn how to prepare accurate and concise discharge summaries
* Students will develop an understanding of creating and implementing SMART, individualized treatment plans
* Students will demonstrate documentation of client progress in relation to treatment goals and objectives
* Students will demonstrate documentation of referral for continuing care and multidisciplinary services

**COURSE INSTRUCTIONAL METHODS**

This course is designed to include a variety of instructional methods which appeal to different learning styles. Instructional methods include lecture, in class discussion, peer discussion opportunities, watching videos, and written assignments.

This course is online and includes synchronous activities, assignments, and lectures

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

**COURSE REQUIREMENTS**

1. **Assignments and Activities**

| **Assignments** | **CACREP Standard**  | **Points Possible**  |
| --- | --- | --- |
| **1. Class Attendance & Participation:** Reading, discussing, integrating ideas and information are central to this course. Students are expected to be present in every class, to review all assigned materials prior to class, and be prepared to discuss. ***See course schedule for dates.*** | 2F, 5C | **5 points per class**=**40****points** |
| **2. Client ASAM Assessment:** Students will choose a fictional ‘client’, and using ASAM criteria, will assess, dx, and assign a level of care for their “client”. ***Rubric is posted on course canvas page. See course schedule for due date.*** | 2F, 5C | **100 points** |
| **3. ASAM Client File:** Students will build a client file from assessment to discharge. This is an opportunity for students to gain experience in assessment, case conceptualization, case documentation, discharge process & referral. ***Rubric is posted on course canvas page. See course schedule for due date.*** | 2F, 5C | **300 points** |
| **Total Points Available** |  | **440** |

1. **Grading Scale:**

93-100 % A 80-82 B- 67-69 D+

 90-92 A- 77-79 C+ 63-66 D

 87-89 B+ 73-76 C 60-62 D-

 83-86 B 70-72 C- 0-59 F

A grade of ‘B’ or better is required to pass a course. Students who earn less than a ‘B’ will be required to repeat the course. Repeating a course may delay a student’s program of study. **Late work is not accepted except for in extreme circumstances only with prior arrangement with the course instructor. Late work will be automatically deducted by 50% regardless of circumstances.**

**Course Expectations:**

**APA Style 7th Edition**

For all assigned papers, independent studies, and graduate projects, students are expected to follow the style presented in the 7th edition of the Publication Manual of the American Psychological Association.

**Participation, Attendance, and Late Work:**

You are a graduate student training to be a professional counselor. The faculty will evaluate your readiness to enter the profession through your interactions in the program. As such, you will need to demonstrate to faculty your professionalism and your ability to attend to career responsibilities. These qualities are demonstrated, in part, through your attendance and participation in course assignments and sessions.

**Attendance Policy:**

Due to the experiential nature of counseling courses attendance is required for all classes. In clinical courses, attendance is critical because students depend on each other for observation, feedback and consultation. In non-clinical courses, classroom activities and instruction necessarily contribute to the learning objectives of the respective courses. **Students who miss two classes ore more in a course will be required to repeat the course.** Repeating a course may delay a student’s program of study.

Attendance means arriving for class on time, staying for the duration of the class, having video on during class, and remaining focused on the class during each class session.

Participation means preparing for class by reading required texts/materials, entering into class discussions with informed and relevant comments/questions and participating in class activities. Students who rarely or never participate in class discussions or activities will receive a grade reduction despite attendance.

**Professional Counselor Dispositions:**

Professional dispositions are used to determine a student’s fit for the profession. CACREP defines dispositions as “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether a student’s attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately

2. Listening: Listens to others

3. Cooperativeness: Cooperates with others

4. Feedback: Able to receive and integrate feedback

5. Respect: Demonstrates respect for others in a non-judgmental way.

6. Self-awareness: Awareness of own impact on others

7. Conflict: Appropriately handles conflict with others

8. Personal responsibility: Takes personal responsibility

9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics

10. Motivation: Takes initiative to complete tasks

11. Multiculturalism: Accepting of social and cultural diversity

12. Social Justice: Attitudes and behaviors promote a just world

**Device Usage Policy:**

To participate in this class students will need to use an electronic device.To demonstrate respect for classmates, the instructor, and the learning environment, devices are expected to be silenced during class and activity time. No extracurricular device usage, including texting, is acceptable during class time. Using your devices for other tasks (Facebook, email, etc.) during class is disrespectful to classmates and to the professor and is unprofessional behavior. Please use devices only for appropriate class-related tasks.

**Schedule of Course Activities:**

| **Date** | **Topics**  | **Readings & Assignments** | **CACREP Standard** | **Evaluation****Method** |
| --- | --- | --- | --- | --- |
| **6/22/22****Class 1** | **Introduction & Orientation****Co-occurring Disorders, ASAM &****RCW/WAC Requirements** | **Readings:** Atkins Chp 1TIP 42 Chp 1 & 2**Canvas:**Review All Items for Week | 2F, 5C | Rubric |
| **6/29/22****Class 2** | **Managed Care-Integration****Case Management Principles, Ethics & Legal Requirements, & ASAM** | **Readings:** TIP 27 Chp 1 & 2TIP 31 Chp 4**Canvas:**Review All Items for Week | 2F, 5C | Rubric |
| **7/6/22****Class 3** | **ASAM: Screening, Assessment, & Levels of Care** | **Readings:** Atkins Chp 2-4TIP 42 Chp 3**Canvas:**Review All Items for Week | 2F, 5C | Rubric |
| **7/13/22****Class 4** | **ASAM: Levels of Care & Types of TX** | **Readings:** Atkins Chp 7TIP 42 Chp 5 & 7**Canvas:**Review All Items for Week | 2F, 5C | Rubric |
| **7/20/22****Class 5** | **EBPs: Case Conceptualization & Tx Planning**  | **Readings:** Atkins Chp5 & 6**Canvas:**Review All Items for Week**Due: Assign #2** | 2F, 5C | Rubric |
| **7/27/22****Class 6** | **ASAM: Documentation: Progress Notes & Reports** | **Readings:****Canvas:**Review All Items for Week | 2F, 5C | Rubric |
| **8/3/22****Class 7** | **ASAM: Discharge Planning & Continuum of Care** | **Readings:** Atkins Chp 8TIP 29 Chp 4**Canvas:**Review All Items for Week | 2F, 5C | Rubric |
| **8/10/22****Class 8** | **Last Class: Resources & Wrap Up** | **Readings:****Canvas:**Review All Items for Week**Due: Assign #3** | 2F, 5C | Rubric |

**Class Format:** Classes will be synchronous. All synchronous classes will be held via Zoom. Zoom links and instructions will be sent prior to the beginning of class.

**NOTICE to STUDENTS concerning TWO Important Student Academic Resources:**

**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**](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](https://www.seattleu.edu/academicintegrity) which contains the URL:

**<**[**https://www.seattleu.edu/academicintegrity**](https://www.seattleu.edu/academicintegrity)**>**

**DISABILITY ACCOMODATION POLICY AND PROCEDURE STATEMENT**

**NOTICE to STUDENTS concerning DISABILITIES:**

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:**

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**](https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679)

**Academic Grading Grievance - Procedure for Challenging Course Grades:**

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 downloaded using the following URL:

[**https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678**](https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678)

**Professional Conduct Policy:**

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**](https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690)