



Department of Counseling

COUN/SOWK 4690/8696 Assessment & Case Management in Substance Abuse

Fall 2025

Instructor: Amy Eigenberg LIMHP, LADC	Email: aeigenberg@unomaha.edu
Counseling Department	Office hours: By appointment
University of Nebraska Omaha	

COURSE GOALS:

This course is intended to meet the requirements for licensure as a Licensed Drug and Alcohol Counselor as 45 clock hours (3 semester credit hours) of alcohol/drug assessment, case planning and management. The student will receive education on the process of collecting pertinent data about client or client systems and their environment and appraising the data as a basis for making decisions regarding alcohol/drug disorder diagnosis and treatment and/or referral. Instruction on coordinating and prioritizing client treatment goals and working with other services, agencies and resources to achieve those treatment goals shall be included.

COURSE DESCRIPTION:

The course shall include practice in assessing and managing a case including the development of sample case records and utilizing the written client record to guide and monitor services with emphasis on the development of the social history and intake, initial assessment, individual treatment plan with measurable goals and objectives, documentation of progress and ongoing assessment. Confidentiality of client information and records as defined in 42 CFR Part 2 shall be addressed. The strengths and weaknesses of various levels of care and the selection of an appropriate level for clients based on ASAM patient placement criteria shall be studied. Basic information on two or more objective assessment instruments will be studied for alcohol/drug disorders including the Substance Abuse Subtle Screening Inventory (SASSI), Addiction Severity Index (ASI), and the AUDIT.

On-Line Learning Description:

See **Welcome Letter** posted in the Start Here: Syllabus Course Content for overview of the course and information for the layout of the course. The instructor will be logging on to the class site often to monitor the course and individual learning. **Questions can be directed to the discussion board that has been designated for general questions about the course or the material covered. The instructor will answer these questions for the group under this discussion board.** For individual questions or concerns please contact the instructor directly through UNO email. There is also a cyber café that can be used for student socialization and matters not related to course content or assignments.

DEPARTMENT GOALS – (REFERENCE CACREP STANDARDS)

#2 Social and Cultural Diversity #7 Assessment
 #3 Human Growth and Development #8 Research and Program Evaluation

#5 Helping Relationships

REQUIRED RESOURCES:

Chasek, C. & Maxson, T.Z. (2025). Alcohol and Drug Counselor (ADC) Exam Review. Springer Publishing, Princeton, NJ.

Klott, J. & Jongsma, A.E. (2015). The co-occurring disorders treatment planner. Wiley, Hoboken, N.J.

COURSE OBJECTIVES:

When students have completed the course, they will:

1. Be knowledgeable and understand the assessment process as related to clients with alcohol/drug disorders. (CACREP C4, Ka)
2. Be able to identify and prioritize treatment goals as well as the resources necessary to meet the goal. (CACREP D8, H3, K3, Ka, Kd)
3. Be able to develop a case record from screening and intake through discharge to include progress notes, treatment plan reviews and coordination with other services. (CACREP D8, H3, K3, Ka, Kd)
4. Understand confidentiality in regard to substance abuse clients and have a working knowledge of 42 CFR Part 2. (CACREP D8, Ka)
5. Be knowledgeable about available levels of care, strengths and weaknesses of each and ASAM criteria for each level of care. (CACREP E3, Ka, Da)
6. Be knowledgeable about two objective instruments for assessing alcohol/drug disorders. (CACREP H4, Ka, Kd, Sa)
7. Be aware of the purpose and limitations of objective assessment instruments. (CACREP H4, Ka, Kd, Sa)
8. Be introduced to the 12 core functions of a substance abuse counselor. (CACREP K3, D8, K3, Ka)
9. Be introduced to substance abuse theory and diagnostic criteria (CACREP G3, Ka)

CONTENT OUTLINE:

This course is focused on the process of developing a case record from assessment to discharge. Students will gain knowledge of the process as well as create a final project demonstrating the ability to apply what has been learned through the class. The content will be delivered through lectures, reading, video, and discussion board.

METHOD OF INSTRUCTION: On-Line Learning

Group instruction/discussion boards-30%

Individual Readings-30%

Individual completion of assignments-40%

ASSESSMENT OF OBJECTIVES:

1. Completion of Discussion Boards.
2. Completion of Core Function Case Studies.
3. Completion of Assessment Instrument Interpretation Report.
4. Completion of the Complete Client Record.

Class Attendance and Participation:

As participation is an integral part of on-line learning, participation is expected in all discussion boards and assigned groups. **A participation rubric is posted under Course Contents that**

outlines grading for participation. Each student is expected to complete assignments on time (using Central Standard Time), be prepared by reading the designated material, and completing assignments. You are responsible for making necessary arrangements with the instructor to complete missed work.

Late Assignments:

Late work will receive a lower grade at the instructor's discretion. Assignments are due in the designated Canvas area on the date and time listed in the syllabus. **Any late assignments will have a 2 point deduction per day. No assignments will be accepted after 2 days past the assignment due date without approval from the instructor PRIOR to the due date of the assignment.**

Make-up exams, quizzes, and assignments:

Under special circumstance and with prior approval from the instructor, make-up work is possible. When considering such requests, the instructor may require appropriate documentation, e.g., a physician's note. All make-up work will be completed prior to the day missed or within a time period designated and pre-approved by the instructor. Make-up work, when approved, may be subject to a grade reduction.

Collaboration:

The graduate student will demonstrate the ability to work jointly with others in making decisions for the common good that respects equity, fairness, honesty and social justice.

Responsibility:

The graduate student will demonstrate an ability to fulfill the obligations of being an educational professional by being reliable, trustworthy and accountable for one's work and meets the knowledge and skills of a professional discipline.

Reflective Capacity:

The graduate student will demonstrate an ability to self assess concerning attitudes/beliefs, skills in working with others whether a student/client or colleague, and revise/adjust efforts as an educational professional.

Know and Use Your University E-mail Account and the Canvas On-Line course system:

All e-mail communication between the student and professor will be done through university e-mail. If you do not know what your university e-mail is or how to use it you are responsible to contact the University to find out how. Students are expected to check their university e-mail for any announcements or updates from the professor. **Technical support** is available 24/7 through MavTECH Help Center:

- Phone: [402.554.4357](tel:402.554.4357)
- Toll Free: [1.866.866.2721](tel:1.866.866.2721)
- Email: unohelpdesk@nebraska.edu

Respect for Diversity:

It is the intent of the instructor to present material and activities that are respectful of diversity. It is my intent that students from all perspectives and diverse backgrounds will be well-served by

this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Confidentiality:

The nature and content of this class can often lead to disclosure of personal information. It is important to adhere to our ethical guidelines of respecting each other while allowing free and relevant discussion.

ASSIGNMENTS**Module Discussion Boards:**

Active participation is required in large and small group discussions on the discussion boards and through class assignments. You are expected to respond to the discussion board with an original post in a timely manner and respond to two classmate's posts by the due date noted. The guidelines and expectations for participation and grading requirements are posted in the Participation Rubric under Course Contents. (Each Discussion Board=10 points; Total of 10 Boards=100 points)

Core Function Case Studies

Four case studies centered on the core functions of the substance abuse counselor are required throughout the course. The case studies will involve responding to a presented case from the perspective of the specified core function/s. The case studies are as followed:

Screening, Intake, and Orientation

Assessment Summary

Treatment Planning, Record Keeping

Discharge Summary

Please keep in mind that the case studies will be included in the final complete client record that is required for the final project; construct the case studies in a professional manner.

There are grading rubrics and instructions for the Core Function Case Studies posted under the Course Contents module. (Each Core Function Case Study = 25 points; Total of 4 case studies = 100 points)

Complete Client Record

This assignment is the culmination of the course. A complete client record will be constructed and turned in at the end of the course. The complete client record will consist of all record keeping elements required when working with a substance abuse client. The case studies completed as a part of the course are required in the complete client record. The final complete record must include the following:

Screening, Intake, and Orientation information

Assessment Summary

Treatment Plan with Measurable Goals and Objectives

Progress Notes

Consultation and Case Management Information

Discharge Summary

The grading rubric and instructions are posted in the Complete Client Record Rubric under Course Contents. (200 points)

METHODS OF EVALUATION:

100	Participation Discussion Board Points
100	Core Function Case Studies
<u>200</u>	Complete Client Record
400	Total

Course Evaluation

The quality of all assignments, class participation, and attendance will be considered in determining final grades. Written work must be completed in a professional manner and must be written in accordance with the most-current APA publication manual (typed, double-spaced, 1 inch margins, 12-point Times New Roman font, with proper use of grammar, punctuation, and correct spelling).

Information concerning a student's course standing may be requested at any time and will be posted as grades are earned in the grading section of the course. Grades are assigned A through F. All assignments completed for the course will be evaluated according to criteria set forth. The student's final grade is reflective as a summative average for all assigned and graded work.

Grading

A	100-90%	D	69%-60%
B	89%-80%	F	59% - below
C	79-70%		

Incomplete Grade:

Incomplete grades are reserved for those students who have completed a substantial amount of their coursework and for reasons outside of their control cannot complete the remaining assignments. When grades of incomplete are given, it remains the students' responsibility to fulfill the course requirements within the allotted 1-year time period established by the University.

Statement of Professional Integrity: The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions. Academic dishonesty includes plagiarism – presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copies from another person. (Online Graduate Catalogue, 2004-2005) 10

CEHHS Diversity, Equity, Access and Inclusion Statement: We respect the worldviews of racially and ethnically diverse individuals and encourage multiple perspectives in fostering a global community dedicated to teaching, learning, service, and scholarly activity, while actively engaging in antiracist and inclusive practices. The College of Education, Health and Human

Sciences is dedicated to ensuring that all individuals have access to the resources, support, and opportunities to succeed in their academic and professional careers. Through its faculty, staff, community partners, strategic plan, curricular, and extra-curricular offerings, the College is committed to preparing our students to engage equitably with all persons regardless of race, ethnicity, cultural beliefs, socioeconomic status, geographical perspective, gender identity and expression, age, religion, sexual orientation, or other identities. (Adopted August 2020)

Accommodations Statement: Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu). In addition to accommodations in the classroom, the Accessibility Services Center (ASC) helps coordinate accommodations for students with disabilities at any practicum, internship, service learning experience or other field placement. If you require such accommodation, it is important that you speak with an ASC representative early in the site selection process. Please make an appointment with the ASC, Phone (402) 554-2872, Email unoaccessibility@unomaha.edu, well in advance of the placement to ensure that reasonable accommodations can be made for the placement.

Course Calendar Fall 2025

COUN/SOWK 4690/8696: Assessment & Case Management of Substance Abuse

On-line class: Class week begins on Monday and ends on the following Sunday

***All Discussion Board Posts and responses, and Case Study Assignments are due by 11:59 pm CST on the last day of the module.**

Module	Topic	Reading and Assignments
Module 1	Aug 25 to Aug 31 Course Introduction Definitions	Read/View *Review all Canvas material in Course Content Folder *Module 1 Canvas Materials *Read Chap 1 in ADC Book Complete *Module 1 Discussion Board *All posts due 8/31; 11:59 pm CST
Module 2	Sept 1 to Sept 7 Addiction Stages of Use	Read / View *Module 2 Canvas Material Complete *Module 2 Discussion Board *All posts due 9/7; 11:59 pm CST
Module 3	Sept 8 to Sept 14 Levels of Care ASAM Criteria	Read/View *Module 3 Canvas Material *Read Pgs 100-102 in ADC book Complete *Module 3 Discussion Board *All posts due 9/14; 11:59 pm CST
Module 4	Sept 15 to Sept 21 Ethics Confidentiality	Read/ View *Module 4 Canvas Material *Read Chap 4 pages 71-84 in ADC book

		<p>Complete *Module 4 Discussion Board *All posts due 9/21; 11:59 pm CST</p>
Module 5	Sept 22 to Sept 28	<p>Read /View *Module 5 Canvas Material</p>
	Assessment Instruments	<p>Complete *Module 5 Discussion Board *Audit assessment *All posts and Audit assignment due 9/28; 11:59 pm CST</p>
Module 6	Sept 29 to Oct 5	<p>Read /View *Module 6 Canvas Material *Read Chap 3 & 5 in ADC book</p>
	Assessment Diagnosis	<p>Complete *Begin taking notes on videos in the evaluation form *Module 6 Discussion Board *All posts due 10/5; 11:59 pm CST</p>
Module 7	Oct 6 to Oct 12	<p>Read/View *Module 7 Canvas Material</p>
	Core Functions Case Study Assessment	<p>Complete *Module 7 Core Function Case Study (Assessment Summary) *Case Study due 10/12; 11:59 pm CST</p>
Module 8	Oct 13 to Oct 19	<p>Read/View *Module 8 Canvas Material *Read - Chap 6 in ADC book *Review Co-Occurring Text Book</p>
	Core Functions Treatment Planning	<p>Complete</p>

		*Module 8 Discussion Board *All posts due 10/19; 11:59 pm CST
Module 9 Spring Break	Oct 20 to Oct 26 NO CLASS- Fall Break	ENJOY BREAK!!!
Module 10	Oct 27 to Nov 2 Core Functions Treatment Planning, Counseling, Record Keeping	Read/View *Module 10 Canvas Material *Review Chap 6 in ADC book *Read Chap 7 in ADC book Complete *Module 10 Core Function Case Study (Treatment Planning, Record Keeping) Complete a treatment plan and 2 progress notes *All posts and case study due 11/2; 11:59 pm CST
Module 11	Nov 3 to Nov 9 Core Functions Crisis Intervention, Client Education, Reports, Discharge	Read/View *Module 11 Canvas Material *Read Chap 8 in ADC book Complete *Module 11 Discussion Board *Module 11 Core Function Case Study (Discharge Summary) *Case study due 11/9; 11:59 pm CST
Module 12	Nov 10 to Nov 16	Read/View Read and view all material in Module 12. Complete Module 12 discussion board Post due by 11/16; 11:59pm CST

Module 13	Nov 17 to Nov 23 Core Functions Case Management, Consultation, Referral	Read /View *Module 13 Canvas Material Complete *Module 13 Discussion Board *Case management letter included with Complete Client Chart Due 11/23; 11:59 pm CST
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Module 14	Nov 24 to Nov 30 Wrap up *Peer review practice *Course Evaluations	Read/View *Module 13 Canvas Board Complete *Peer reviews *Discussion board and Course Evaluations Due 11/30; 11:59 CST

***Assignments may be change or added at the discretion of the instructor. This schedule in the syllabus serves as a model**