SOWK/COUN 4690/8696 ASSESSMENT AND CASE MANAGEMENT
IN SUBSTANCE ABUSE
(3 credit hours)

SYLLABUS

1.0 Course description information

1.1 Catalog description: This course focuses on assessment of clients and their
environment, and diagnosis and referral for substance abuse treatment. Emphasis
is given to assessment instruments, treatment levels, treatment planning, case
management, and social justice.

1.2 Prerequisites of the course:
Undergraduate: Admission to the BSSW program or permission of the School and
SOWK 4680 (or equivalent course) prior to or concurrent.
Graduate: Admission to MSW program or permission of the School and SOWK
8686 (or equivalent course) prior to or concurrent; Counseling majors.

1.3 Overview of content and purpose of the course: This is the second course for
the Certificate in Alcohol and Drug Treatment. It focuses on collection and
appraisal of data about client systems and their environment as a basis for
decisions about diagnosis and referral for substance abuse treatment. Emphasis is
given to assessment instruments, evaluation of various levels of treatment,
determining levels of treatment needed, and developing client goals and needed
services and resources. Also covered are case management tasks: client records,
confidentiality, monitoring of services from intake, social history, assessment,
treatment plans, progress, and ongoing assessment. Social work values and ethics
and social justice issues are integrated with course content.

1.4 Unusual circumstances of the course: May be offered as an online course.

2.0 Course justification information

2.1 Anticipated audience/demand: This course can serve as an elective for students
in the BSSW and MSW degree programs, Counseling program, and other
interested students. It is the second requirement in the sequence for the Certificate
in Alcohol and Drug Treatment.

2.2 Indicate how often this course will be offered and the anticipated enrollment:
This course is offered once each academic year. Enrollment is anticipated to be
15-20 students.

2.3 If it is a significant change to an existing course, please explain why it is
needed: This is a new course that provides content not previously offered to
undergraduate and graduate Social Work and other interested students. This is the second of three courses required for the Certificate in Alcohol and Drug Treatment. This course is cross-listed with the Counseling Department.

3.0 Objective information

3.1 List of performance objectives stated in learning outcomes in a student’s perspective:

By the end of this course, students will be able to:

1. Apply theories relevant to the etiology and development of substance disorders to the assessment process.
2. Differentiate among diagnoses of substance disorders.
3. Describe the empirical basis for and use of major screening and assessment instruments.
4. Demonstrate competence in engaging with clients, conducting screening and intake interviews, and providing educational information.
5. Incorporate individual dynamics and characteristics of vulnerable persons, special populations, and high risk groups into the assessment process.
6. Identify relevant community resources including psycho-educational, legal, group, self-help, and other supportive programs.
7. Prepare an assessment and treatment plan.
8. Identify treatment models, controversies, and evidence-based preventive and treatment practices, with emphasis on engagement, motivational interviewing, brief interventions, case management, crisis intervention, and relapse prevention.
9. Identify public policies (e.g., managed care, mandated treatment) and potential ethical/legal issues relevant to assessment and case management of substance disorders.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>EPAS Competencies</th>
<th>Generalist Practice Behaviors</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply theories relevant to the etiology and development of substance disorders to the assessment process.</td>
<td>Comp #7 Apply knowledge of human behavior and the social environment.</td>
<td>Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. Gen 7.2 Critique and apply knowledge to understand person and environment</td>
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<tr>
<td>2. Differentiate among diagnoses of substance disorders.</td>
<td>Comp #7 Apply knowledge of human behavior and the social environment.</td>
<td>Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. Gen 7.2 Critique and apply knowledge to understand person and environment</td>
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<td>3. Describe the empirical basis for and use of major screening and assessment instruments.</td>
<td>Comp #10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Gen 10.4 Collect, organize, and interpret client data. Gen 10.5 Assess client strengths and limitations. Gen 10.6 Develop mutually agreed-on intervention goals and objectives. Gen 10.7 Select appropriate intervention strategies</td>
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<td>4. Demonstrate competence in engaging with clients, conducting screening and intake interviews, and providing educational information.</td>
<td>Comp #10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Gen 10.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. Gen 10.2 Use empathy and other interpersonal skills. Gen 10.3 Develop a mutually agreed-on focus of work and desired outcomes</td>
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<td>5. Incorporate individual dynamics and characteristics of vulnerable persons, special populations, and high risk groups into the assessment process.</td>
<td>Comp #4 Engage diversity and difference in practice.</td>
<td>Gen 4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. Gen 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. Gen 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
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<td>6. Identify relevant community resources including psycho-educational, legal, group, self-help, and other supportive programs.</td>
<td>Comp #3 Apply critical thinking to inform and communicate professional judgments.</td>
<td>Gen 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. Gen 3.2 Analyze models of assessment, prevention, intervention, and evaluation.</td>
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<td>8. Identify treatment models, controversies, and evidence-based preventive and treatment practices, with</td>
<td>Comp #6 Engage in research-informed practice and practice-informed research</td>
<td>Gen 6.1 Use practice experience to inform scientific inquiry. Gen 6.2 Use research evidence to inform practice.</td>
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<td>emphasis on engagement, motivational interviewing, brief interventions, case management, crisis intervention, and relapse prevention.</td>
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<td>9. Identify public policies (e.g., managed care, mandated treatment) and potential ethical/legal issues relevant to assessment and case management of substance disorders.</td>
<td><strong>Comp #2</strong> Apply social work ethical principles to guide professional practice</td>
<td>Gen 2.1 Recognize and manage personal values in a way that allows professional values to guide practice. Gen 2.2 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. Gen 2.3 Tolerate ambiguity in resolving ethical conflicts. Gen 2.4 Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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<td><strong>Comp #8</strong> Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>Gen 8.1 Analyze, formulate, and advocate for policies that advance social well-being.</td>
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</table>

(This table applies to social work students.)

### 4.0 Content and organization information

#### 4.1 List the major topics central to this course:
- The referral process for chemical dependency evaluation
- Coordination with other services, agencies, and resources
- Identification and evaluation of objective assessment instruments
- Characteristics and needs of diverse and vulnerable client groups
- The interview process (intake process, social history, initial assessment)
- Administration of screening and assessment instruments
- The evaluation report: client treatment goals, recommendations/referrals
- Case management methods and procedures
• Management of client records and confidentiality requirements
• Levels of care and criteria for admission
• The referral process for chemical dependency evaluation
• Coordination with other services, agencies, and resources
• Identification and evaluation of objective assessment instruments
• Characteristics and needs of diverse and vulnerable client groups
• The interview process (intake process, social history, initial assessment)
• Stages of change and relevance to assessment
• Administration of screening and assessment instruments
  --Michigan Alcohol Screening Test (MAST)
  --Alcohol Use Disorders Identification Test (AUDIT)
  --Problem-Oriented Screening Instrument for Teenagers (POSIT)
  --Substance Abuse Subtle Screening Inventory–3 (SASSI-3)
• The evaluation report: client treatment goals, recommendations/referrals
• Levels of care and criteria for admission
• Case management methods and procedures
  --Implementing assessment and treatment plans
  --Maintaining progress notes and conducting case reviews
  --Discharge planning
  --Referral, brokering, and advocacy for services and resources
• Management of client records and confidentiality requirements

5.0 Teaching methodology information

5.1 Methods: Lecture, discussion, group projects, media/Internet resources, videos, role plays, guest presentations, and experiential/observational activities. Students may be required to make on-site visits to facilities providing meetings or services or to have individual interaction with service providers in the community.

5.2 Student role: Students are expected to come to class fully prepared; turn in assignments on time; attend all class sessions; participate actively and effectively; bring their own experiences and values to bear on discussions; and critically analyze services. Excused absences should be cleared in advance with the professor.

6.0 Evaluation information

6.1 Describe the types of student projects that will be the basis for evaluating student performance:
• Experiential activities/observations and reports
• Group project
• Quizzes and exams
• Reflection paper (undergraduate students only)
• Research paper (graduate students only)
6.2 Describe the typical basis for determining the final grade (e.g. weighting of various student projects):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Graduate</th>
<th>Undergraduate</th>
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</thead>
<tbody>
<tr>
<td>Attendance and participation in all class sessions and activities</td>
<td>15</td>
<td>15</td>
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<tr>
<td>Reflection Paper</td>
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<td>20</td>
</tr>
<tr>
<td>Experiential activities, observations and reports</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Group projects</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes and exams</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Research paper</td>
<td>20</td>
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<tr>
<td>[Total]</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

6.3 Grading type:

- A+ = 98% or above
- A = 94 to 97.9%
- A- = 91 to 93.9%
- B+ = 88 to 90.9%
- B = 84 to 87.9%
- B- = 81 to 83.9%
- C+ = 78 to 80.9%
- C = 74 to 77.9%
- C- = 71 to 73.9%
- D+ = 68 to 70.9%
- D = 64 to 67.9%
- D- = 61 to 63.9%
- F = 60.9% and below

7.0 Resource material information

7.1 Textbooks or other required readings used in course: Textbooks will be selected from the following. Some resources (designated with *) may be used for all three courses in the Certificate program for Alcohol and Drug Treatment.


7.2 Other student suggested reading material. Students may be assigned readings from the following current journal articles.


7.3 Current bibliography and other resources (some are classic texts). Students may be assigned readings from the following:


**Websites of interest**

- Join Together (Join Together Online) [www.jointogether.org](http://www.jointogether.org)
- SAMHSA (Substance Abuse and Mental Health Administration) [www.samhsa.gov](http://www.samhsa.gov)
- NIDA (National Institute of Drug Abuse) [www.drugabuse.gov](http://www.drugabuse.gov)
- NIAAA (National Institute on Alcohol Abuse & Addiction) [www.niaaa.nih.gov](http://www.niaaa.nih.gov)
- NCADI (National Clearinghouse for Alcohol & Drug Info- lots of free stuff!) [www.ncadi.samhsa.gov](http://www.ncadi.samhsa.gov)
- ATTC (Addiction Technology Transfers Center- national site) [www.nattc.org](http://www.nattc.org)
- KS SRS AAPS (KS SRS Addiction & Prevention Service) [www.srskansas.org/hcp/aaps/](http://www.srskansas.org/hcp/aaps/)
- NCSACW (National Center on Substance Abuse & Child Welfare) [www.ncsacw.samhsa.gov/](http://www.ncsacw.samhsa.gov/)
- HRADAC (Heartland Regional Alcohol & Drug Assessment Center) [www.hradac.com/](http://www.hradac.com/)
- Alcoholics Anonymous [www.aa.org](http://www.aa.org)
- Cocaine Anonymous [www.ca.org](http://www.ca.org)
- Narcotics Anonymous [www.na.org](http://www.na.org)
- MADD (Mothers Against Drunk Driving) [www.madd.org](http://www.madd.org)
- NCADD (National Council on Alcohol & Drug Dependence) [www.ncadd.org/](http://www.ncadd.org/)
- NACoA (National Association of Children of Alcoholics) [www.nacoa.net](http://www.nacoa.net)
- COCE (SAMHSA’s Co-Occurring Center for Excellence) [http://coce.samhsa.gov/](http://coce.samhsa.gov/)
- Project Mainstream (Improving substance abuse education for health professionals) [www.projectmainstream.net](http://www.projectmainstream.net)

**Classic resources**


### 8.0 Other information

#### 8.1 Accommodations statement
Reasonable accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact UNO Disability Services (EAB 117, Phone: 554-2872, TTY: 554-3799) or go to the website: www.unomaha.edu/disability

#### 8.2 Plagiarism/academic integrity
In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and *cite the source*. Never let it appear that ideas and information gleaned from other sources are your own.

The UNO Academic Integrity policy defines plagiarism as “presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting . . . academic work in whole or in part as one’s own when such work has been prepared by another person or copied from another person.”

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are
up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

UNO Faculty Senate, March, 2010

**Additional note on plagiarism/academic integrity from the UNO School of Social Work:**

The School of Social Work views plagiarism as a very serious offense. The NASW Code of Ethics includes a high value on integrity and the importance of behaving in a trustworthy manner (see NASW Code of Ethics, [www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp), 4.04 and 4.08). In addition, the *Publication Manual of the APA* (2010) states, “Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another author, you need to credit the source in the text” (p. 15).

The School of Social Work will hold a Level 2 or 3 Student Review for any student who is alleged to have plagiarized or cheated in any of their academic courses.

### 8.3 Procedures regarding student grades/papers

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

### 8.4 Resources for students:

- UNO Grace Abbott School of Social Work, [http://socialwork.unomaha.edu](http://socialwork.unomaha.edu)
- UNO Counseling Center, [http://counseling.unomaha.edu](http://counseling.unomaha.edu)
- UNO Speech Center, [http://www.unomaha.edu/speechcenter](http://www.unomaha.edu/speechcenter)
- UNO Writing Center, [www.unomaha.edu/writingcenter](http://www.unomaha.edu/writingcenter)
- Online Writing Lab (OWL) at Purdue, [http://owl.english.purdue.edu/owl](http://owl.english.purdue.edu/owl)

11-11-2011