

ADS R102: CASE MANAGEMENT FOR TREATMENT

Originator

ptrujillo

Co-Contributor(s)
Name(s)

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College

Oxnard College

Discipline (CB01A)

ADS - Addictive Disorders Studies

Course Number (CB01B)

R102

Course Title (CB02)

Case Management for Treatment

Banner/Short Title

Case Management for Treatment

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course will provide students with a comprehensive foundation of tools and techniques for Screening, Assessment, Treatment Planning, Relapse Prevention, and Aftercare Planning. Professional Ethics and laws concerning Clients' Rights and Confidentiality will be covered as they apply to the Addiction Disorders Studies paraprofessional. Students will also learn crisis intervention techniques.

Taxonomy of Programs (TOP) Code (CB03)

2104.40 - *Alcohol and Controlled Substances

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Prerequisites

ADS R101

Entrance Skills**Entrance Skills**

Understand how substances and mental illness affect people.

Prerequisite Course Objectives

ADS R101-Recognize the diagnostic criteria for Substance Use Disorders.

ADS R101-Describe the legislative efforts to regulate and control drug use and abuse.

ADS R101-Describe how drugs work in the body and brain.

ADS R101-Identify the various modalities of treatment and recovery, especially the social and professional models.

ADS R101-Recognize the special needs of co-morbidity (dual-diagnosis) patients

Requisite Justification**Requisite Type**

Prerequisite

Requisite

ADS R101

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Students will list and define the steps for screening & assessment. |
| 2 | Students will develop a treatment plan. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Demonstrate skills in interviewing, listening, self-care, and multi-cultural competency. |
| 2 | Implement the various record keeping and documentation instruments for initiating clients into treatment, i.e. intake forms, evaluation forms, screening and recovery planning. |
| 3 | Evaluate the psychological, social, and physiological symptoms to determine the appropriate course of action for a client with substance use disorder. |
| 4 | Assess a client's personal, social, and family history and create an appropriate treatment plan. |
| 5 | Identify the steps necessary for using crisis intervention techniques. |

Course Content**Lecture/Course Content**

1. **SCREENING TECHNIQUES**
 - a. Assessment Instruments for Alcohol/Drug Use/Abuse/Dependence
 - i. AUDIT (Alcohol Use Disorders Identification Test)
 - ii. BAM (Brief Addiction Monitor)
 - iii. DAST (Drug Abuse Screening Test)
 - iv. FAMHA (Functional Assessment of Mental Health & Addiction)
 - v. The Trait Hope Scale
 - vi. Mental Health Screening Form-III
 - vii. Completing Forms and Recording Results
 - b. Screening, Brief Intervention, Referral to Treatment (SBIRT)
 - c. American Society of Addiction Medicine (ASAM) Levels of Care
 - i. Identification of Appropriateness & Eligibility
2. **INITIAL INTAKE & CASE MANAGEMENT**
 - a. Client Intake Interviews
 - i. Listening/Motivational Interviewing skills
 - ii. Multi-cultural awareness
 - b. Case Write-Ups
 - i. Patient description
 - ii. Short biography
 - iii. Alcohol and other drug (AOD) history
 - iv. Needed behavioral change
 - v. Indicators for treatment modality
3. **ORIENTATION/INFORMED CONSENT**
 - a. General nature and goals of the program
 - b. Rules governing conduct
 - c. Infractions that can lead to disciplinary action or discharge
 - d. Hours of services/Hours available/Emergencies
 - e. Costs
 - f. Client rights & responsibilities
 - g. Release of Information/Confidentiality Waivers
 - h. Mandated Reporting
4. **REPORTS & RECORD KEEPING**
 - a. Progress Notes
 - i. SOAP (Subjective, Objective, Assessment, Plan) Format
 - b. Discharge Summary
5. **TREATMENT/RECOVERY PLANNING**
 - a. Components of a Treatment Plan
 - b. Problem Solving Models & Processes

- c. Theories & Behavioral Components of Change
 - d. Techniques Use in Behavioral Contracts
 - e. Stages of Recovery
 - f. Identification of Problems
 - g. Ranking Problems
 - h. Realistic and Unrealistic Treatment Goals at Various Stages of Recovery
 - i. How to Organize Client Information for Presentation to Other Professionals
 - j. Case Presentation Procedures
- 6. AFTERCARE/DISCHARGE PLANNING AND FOLLOW-UP**
- a. Exit & Referral Plan
 - b. Backup and on-going support systems
 - c. Wellness Recovery Action Plan (WRAP)
 - d. Role and Importance of Client Follow-Up
 - e. Examination of Triggers
 - f. Rapid Response
 - g. Relapse Dynamics
 - h. Damage Control
 - i. Self-Help &/or Support Groups
- 7. CRISIS COUNSELING TECHNIQUES AND THEORIES**
- a. Crisis Intervention Techniques
 - b. Signs & Symptoms of Potential Suicide, Aggression & other Self-Destructive Behaviors
 - c. Assessments
 - d. Four-Step Process for Identifying and Responding to Suicidality (GATE)
 - i. Gather Information
 - ii. Access Supervision
 - iii. Take Action
 - iv. Extend the Action
 - e. Safety Card/Safety Plan
- 8. OUTREACH/TREATMENT OPTIONS**
- a. Special Populations
 - i. Adolescent Treatment
 - ii. Female Client Issues
 - 1. Pregnancy
 - 2. Occupational training
 - 3. Child care
 - b. Special support systems
- 9. MEDICATION ASSISTED TREATMENT (MAT)**
- a. Special intakes and referrals
 - b. Drug replacement therapy
 - c. Harm reduction attitude
 - d. Long-term outpatient counseling
 - e. Medical involvement
- 10. EMPLOYEE ASSISTANCE PROGRAM (EAP)**
- a. Supervisory training
 - b. Self-referral
 - c. Supervisor referral
 - d. Family involvement
 - e. Need for documentation
 - f. Need for assertiveness training
- 11. CONSULTATION AND REFERRAL**
- a. Identifying Counselor Limits & Scope of Practice
 - b. Assessing the Need for Consultation & Referral
 - c. Alternative Resources Available to Provide Treatment & Supportive Services
 - d. Roles & Functions of Individuals in Resources Agencies
 - e. Advocacy Techniques
- 12. COMMUNITY PREVENTION AND EDUCATION**
- a. Concepts of prevention, community education & outreach

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Essays

Group projects

Individual projects

Objective exams

Oral presentations

Quizzes

Role playing

Reports/papers

Research papers

Skills demonstrations

Treatment plans

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Computer-aided presentations

Class activities

Class discussions

Case studies

Distance Education

Demonstrations

Field trips

Group discussions

Guest speakers

Lecture

Role-playing

Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will discuss specific screening, intake, orientation, assessment and treatment planning skills.
2. Instructor will give examples and model crisis intervention skills for the class.
3. Students will break into pairs/small groups to practice skills while instructor observes and gives feedback.

Representative Course Assignments

Writing Assignments

1. Case project incorporating all parts of the intake/assessment process and treatment plan.
2. Essays responding to guest speakers from treatment programs and field trips.

Critical Thinking Assignments

1. Students will use case studies to apply the screening and assessment skills for assigning level of care and support their recommendation.

Reading Assignments

1. A variety of reading assignments involving assessment, orientation, intervention, treatment, and recovery topics will be assigned and applied in the written assignments.

Outside Assignments

Representative Outside Assignments

1. Students will read the assigned chapters in the text book(s)
2. Students will write a case study project with an example client incorporating all parts of the intake/assessment process and treatment plan.

Articulation

C-ID Descriptor Number

ADS 170X

Status

Aligned

Additional C-ID Descriptor(s)

C-ID Descriptor(s)	Status
Case Management	Aligned

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Substance Abuse and Mental Health Services Administration (2015 or latest edition). *Comprehensive Case Management for Substance Abuse Treatment*. SAMHSA.

Resource Type

Textbook

Description

Generalist Case Management, 5th ed. (latest ed., 2018) by Woodside & McClam

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)
 Hybrid (1%–50% online)
 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills
Video Conferencing	Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills
Video Conferencing	Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

ADDICTION PARAPROFESSIONAL TRG

Review and Approval Dates

Department Chair

08/27/2020

Dean

08/27/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000193455

DOE/accreditation approval date

MM/DD/YYYY