**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**SOC 252 – Case Management of Addictions**

**Course Outline**

**Course Number & Name:**  SOC 252 Case Management of Addictions

**Credit Hours:**  3.0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C" or better in SOC 101 or PSY 101

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course provides an introduction to the knowledge, skills, and attitudes necessary for addiction counselors to perform counseling functions, clinical evaluation, treatment planning, and case management. It introduces students to the professional and ethical responsibilities of professional practice. This course is approved as 42 educational hours towards the CADC credential.  Also, this course, together with SOC 250 Alcohol and Drug Use in American Society, constitutes the educational requirements for the Chemical Dependency Associate (CDA) in New Jersey. In addition, SOC 250 and CJI 211 Counseling the Addicted Offender, constitutes the educational requirements for the Criminal Justice Counselor (CJC).

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. conduct initial interviews by implementing basic skills;

2. conduct a biopsychosocial assessment by integrating necessary knowledge and skills;

3. perform a diagnostic summary by implementing necessary skills;

4. describe and utilize recognized assessment instruments currently used with substance use disorders (SUDs), other addictive disorders, and mental health disorders;

5. serve as a consultant by applying requisite knowledge and skills;

6. identify and adhere to ethical standards of conduct used with those who have substance use disorders (SUDs), other addictive disorders, and mental health disorders; and

7. identify and adhere to federal, state, and agency regulations regarding alcohol and other drug abuse treatment procedures.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Conduct initial interviews by implementing basic skills:

1.1 *create a therapeutic alliance with the client by incorporating various skills (e.g., listening, processing, and providing feedback)*; and

1.2 *demonstrate through role-playing the following skills: attending, paraphrasing, reflection of feeling, summarizing, probing, interpreting, providing information and feedback as per motivational interviewing, and appropriate use of self-disclosure*

2. Conduct a biopsychosocial assessment by integrating necessary knowledge and skills:

2.1 *gather relevant information from the client in order to obtain current status and history by using interviewing techniques*;

2.2 *gather and evaluate information from sources other than the client, utilizing client-consented interviews and/or written reports to validate his/her reports and provide a more complete history;*

2.3 *observe and document psychological, social, and physiological signs and symptoms of alcohol and other drug abuse including nicotine dependence in the client to make an accurate diagnosis and formulate a treatment plan;*

2.4 *determine the client’s appropriateness and eligibility for admission or referral to a range of programs by assessing the match between the client’s needs and program target populations and services;*

2.5 *request from the client appropriately signed releases when soliciting from or providing information to outside sources to protect client confidentiality;*

2.6 *recognize signs and symptoms that indicate a need to refer the client for additional professional assessment services when such assessment services are outside the areas of the counselor’s expertise;* and

2.7 *recognize and describe the pharmacology of drugs of abuse*

3. Perform a diagnostic summary by implementing necessary skills:

3.1 *develop a written summary based on the results of separate assessments, including gambling, performed by other professionals*;

3.2 *document ongoing treatment needs identified by regular assessments performed throughout the continuum of care and negotiate adjustments to the treatment plans to assure new treatment needs are addressed;* and

3.3 *formulate mutually agreed upon goals, objectives, and treatment methods based on assessment findings of the client’s strengths, weaknesses, needs, and problems for the purpose of directing a course of treatment*

4. Describe and utilize recognized assessment instruments currently used with substance use disorders (SUDs), other addictive disorders, and mental health disorders:

4.1 *define the terms reliability, validity, and sample population;*

**Measurable Course Performance Objectives (MPOs)** (continued):

4.2 *describe and utilize the recognized assessment instruments currently used with SUDs, other addictive disorders, and mental health disorders including, but not limited to, the following: DSM (Diagnostic and Statistical Manual), MAST (Michigan Alcoholism and Addiction Screening Test), AUDIT (Alcohol Use Disorder Identification Test), LOCI (Locus of Control Inventory), SASSI (Substance Abuse Subtle Screening Inventory), MAYSI (Massachusetts Youth Screening Inventory), ASI (Addiction Screening Index), DAST (Drug Abuse Screening Test), SOGS (South Oaks Gambling Screen), MMPI (Minnesota Multiphasic Personality Inventory), FTND (Fagerstrom Test for Nicotine Dependence), BDI (Beck Depression Inventory), MHSF-3 (Mental Health Screening Form), and SSI-SA (Simple Screening Instrument for Substance Abuse);*

4.3 *select, administer, score, and interpret the results of alcohol, tobacco, and other drug assessment instruments in order to provide accurate, standardized measures of a client’s problems;* and

4.4 *explain the purpose, rationale, and methods associated with the assessment process to the client to ensure understanding and compliance*

5. Serve as a consultant by applying requisite knowledge and skills:

5.1 *define consultation goals and benefits as per IC & RC*;

5.2 *consult with supervisors, counselors, professionals, and/or other service providers to assure comprehensive, quality care for the client;*

5.3 *present cases to other treatment members in order to facilitate comprehensive quality care;*

5.4 *assist* *other treatment team members by providing alternative input on their cases in order to develop comprehensive, quality care for the client;* and

5.5 *interact with other health care professionals by soliciting and providing information pertinent to the client’s biopsychosocial status*

6. Identify and adhere to ethical standards of conduct used with those who have substance use disorders (SUDs), other addictive disorders, and mental health disorders:

6.1 *identify guidelines for the process of ethical decision-making*;

6.2 *discuss the importance of ethics in substance use disorder (SUD) counseling;*

6.3 *describe the NAADAC Code of Ethics;*

6.4 *discuss various ethical issues including, but not limited to, situations concerning the following: patient rights, confidentiality, privilege, exceptions to confidentiality, patient consent, internal communications, medical emergencies, court orders, duty to warn, danger to self and others, crimes at the program center or against program staff, public presentation of client information, third party payers, research and audits, termination of counseling relationships, dual relationships, professional competence and responsibilities, personal problems effectiveness (e.g., relapse), use of self-help groups, and counselors in recovery*

7. Identify and adhere to federal, state, and agency regulations regarding alcohol and other drug abuse treatment procedures:

7.1 *adhere to federal, state, and agency regulations regarding alcohol or other drug abuse treatment by following appropriate procedures to protect client rights;*

**Measurable Course Performance Objectives (MPOs)** (continued):

7.2 *discuss the regulations of New Jersey’s rules (N.J.S.A. 45:2D-1 et seq.), also referred to as the “Alcohol and Drug Counselor Licensing and Certification Act” and the regulations (N.J.A.C. 13:34C-1 et seq.) intended to codify the provisions of the statute;*

7.3 *describe the Federal Confidentiality Regulations, 42CFR – part 2*;and

7.4 *summarize HIPAA regulations as they pertain to SUD records*

**Methods of Instruction**: Instruction will consist of, but not be limited to, a combination of lectures, class discussion, demonstrations and exercises, and media/audiovisual or educational videos. Specific choice of instructional methods is left to the discretion of the instructor.

**Outcomes Assessment:** Quiz and exam questions (if applicable) are blueprinted to course objectives. Checklist rubrics are used to evaluate non-test type assessment instruments (e.g., logs, reaction papers, theme papers, oral/written presentations, and projects), for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

**Course Requirements:** All students are required to:

1. Maintain regular and prompt attendance to all class sessions.

2. Participate in class discussions.

3. Complete all assignments and take all quizzes and exams that are scheduled.

4. Follow any specific class requirements mandated by the instructor.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* **Attendance/Class Participation**  **5 – 15%**

Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.

* Logs 10 – 15%

Logs are written exercises designed to heighten student’s awareness of various psychological phenomena that is experienced, observed, read, or viewed on television. Student must relate experiences to chapters either discussed/not discussed throughout the semester.

**Methods of Evaluation:** (continued)

**% of**

**Grading Components final course grade**

* **Reaction Papers** **15 – 20%**

Reaction papers are 2 – 3 page written exercises in which students read outside sources (e.g., newspapers, magazines, or “self-help” books in psychology), discuss their “emotional” reaction to the issue or author’s point of view, yet use critical thinking guidelines to assess claims made augmented by scholarly literature.

* **Theme Papers** **20 – 25%**

Theme papers are 3 – 5 page written exercises in which students discuss how taking the course has been personally meaningful, beneficial, and relevant to their future professional aspirations. References can be cited using scholarly journals, psychologically-based magazines, or internet sites.

* **Literature Reviews/Research Papers** **10 – 20%**

Literature reviews/research papers are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the psychological literature. Based on the literature review, students are required to develop a thesis/theme and draw conclusions on the topic researched.

* **Introspective Theme Paper/Case Study Analysis** **30 – 40%**

The introspective theme paper/case study analysis is a 7 – 10 page written exercise in which students integrate and synthesize concepts to perform an in-depth analysis and demonstrate relevance of various theories to oneself as an emerging theoretical orientation or professional identity. If a child or teenager, adult person(s) or professional is interviewed, students must analyze, synthesize, integrate, and demonstrate relevance of concepts to course objectives.

* **Written/Oral Presentation of Child, Teenager, Adult, 15 – 25%**

**Agency, or Professional in the Field**

The written/oral presentation of the interview of a child, teenager, adult, agency, or professional requires the student to gather information and to determine its relevance to concepts and theories presented in class and related to course objectives.

* **Oral Presentations 15 – 20%**

Oral presentations are based on a topic either discussed or not discussed during the semester that is relevant to the study of psychology and related to course objectives. The instructor may require a written outline to augment the oral presentation.

**Methods of Evaluation:** (continued)

**% of**

**Grading Components final course grade**

* **Quizzes** (number of quizzes and dates specified by the instructor) **10 – 15%**

Quizzes will provide evidence of the extent to which students have met course objectives.

* Exams (number of exams and dates specified by the instructor) **20 – 30%**

Exams will provide evidence of the extent to which students have mastered and synthesize course material and have met course objectives.

Note: The instructor will determine (as appropriate) the specific components for the course and provide specific weights which lie in the above given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the following textbooks:

Perkinson, R. R. (2008). *Chemical Dependency Counseling: A Practical Guide* (3rd ed.). Thousand Oaks, CA: Sage Publications

Perkinson, R. R. & Jongsman, A. E. (2009). *The Addiction Treatment Planner* (4th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Note: It is the instructor’s discretion to recommend other references, as appropriate (e.g., student handbooks, textbooks, resources pertaining to careers in psychology, or style/writing manuals).

**Units Areas/Topics**

1Overview of Basic Skills for Interviewing

2 Conducting a Biopsychosocial Assessment

3 Conducting a Diagnostic Summary

4 Overview of Various Assessment Instruments

5 Consultation Skills

6 Ethical Standards of Conduct

7 Federal, State, and Agency Regulations Pertaining to Alcohol and Substance Abuse Treatment Procedures

### Note: In SOC 252, the instructor must cover Units 1 – 7 listed above minimally in any reasonable order throughout the duration of the semester/term. Also, the instructor may include additional areas based on his/her expertise and/or interest.