Note to Instructor: Replace the placeholder text beneath the headings with the appropriate information for your course. Please note that all sections, with the exception of "Other Course Information," are required elements.

Basic Course Information

Semester:	**Fall 2021**	Instructor Name:	**Tina A. Williams**
Course Title & #:	**ADS 235: Case Management & Documentation**	Email:	**Tina.williams@imperal.edu**
CRN #:	**10818**	Webpage (optional):	**N/A**
Classroom:	**2725**	Office #:	**Zoom/Email/Telephone**
Class Dates:	**08/16/21 to 12/11/21**	Office Hours:	**Tuesday and Thursday**
Class Days:	**Monday**	Office Phone #:	**760-352-8320**
Class Times:	**6:30-9:40 pm**	Emergency Contact:	**760-562-5404**
Units:	**3.00**	Class Format:	**Hyflex/Online**

Course Description

Course reviews the principles and practice of case management in addiction treatment including the processes of intake, screening, assessment, treatment planning, referral, and documentation. Professional and ethical codes of conduct and behavior are also reviewed and emphasized. The course will examine several models of addiction counseling and theoretical rationale of each. The course emphasizes therapeutic trails needed by a counselor working with the chemically addicted population. (CSU).

Course Prerequisite(s) and/or Corequisite(s)

Recommended: Twelfth grade reading level is highly recommended.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to: 1. Prepare appropriate documentation for case management of substance abuse clients through the entire course of treatment from intake and screening to discharge. (ILO1, ILO2, ILO3. ILO4, ILO5)

Course Objectives

Upon satisfactory completion of the course, students will be able to:
1. Identify and integrate theories of treatment.
2. Detect, identify, and evaluate legal issues in the counseling relationship.
3. Develop skills in record keeping and documentation.
4. Ability to appropriately prepare screening, intake, and orientation documents for a client's admission to treatment program.

5. Appropriately write reports and maintain records to document the consistency of service for the client in substance use treatment and to assess the need from consultation with other professionals.

6. Prepare accurate and concise discharge summaries.

7. Select the available referral resources, agencies, professionals and/or community programs to meet the client's needs.

8. Recognize when a client is in crisis and determine the need for additional professional assistance.

Textbooks & Other Resources or Links

Fundamentals of Case Management Practice: Skills for the Human Services 5th ed: Nancy Summers ISBN: 978-1-305-09476-5 Comprehensive Case Management for Substance Abuse Treatment: (Download Free): www.samhsa.gov 1-877-SAMHSA-7 (1-877-726-4727)

Course Requirements and Instructional Methods

Weekly Journals: Journals will be a resource for the student to be able to analyze and reflect on the reading, dialogue and content discussed. Weekly journals also count as your participation grade.

Thought Paper: There will be one 3-page thought paper due during the semester. Your thought paper should address ideas and concepts regarding Case management from the course text, class discussions, magazines, internet articles, research journals, and/or life experiences. Your thought paper needs to be written from your point of view (your own thoughts regarding the topic). Your thought paper must be typewritten, double space, and 12-font.

Discussion questions/Chapter Exercises: Discussion questions as well as Chapter Exercises, will be based on a topic that is relevant to the chapter of the week. Students will reply to the post providing their relevant and appropriate response. Students will also reply to two of their classmates providing further information and/or opinion on the subject.

Quizzes: Quizzes may include any or all the following types of questions: multiple choice, true-false, matching, fill-in-the-blank, and short answer essay. No makeups for quizzes will be given without prior notification and/or documentation of an emergency.

Exams: Exams will be given based on text reading, lecture materials, and multimedia presentations. No makeups for exams will be given without prior notification and/or documentation of an emergency.

Individual Research Paper: Each student will choose a topic of interest on a Therapy or a Psychological Therapy and write a research paper on the topic of your choice. Your paper must include the definition of the therapy, the history, the statistics, the goals, and techniques that are used and what types of medications, if any, that can be used if needed to treat a client. Prior authorization by the instructor on the topic to be researched is needed. Paper must be typewritten, using 12-font, double-spaced, and at least 5 pages in length (not including the title and reference page), it should include at least 3 references or more.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Grading System:

90-100% A

80-89 %   B

70-79 %   C

60-69 %   D

50-00 %   F

Course Policies

What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

• **Students are to comply with the following rules of netiquette:** (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

How am I expected to act in an online "classroom" (especially Zoom)? Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings.

 Follow the tips below for best results:

1) Be RESPECTFUL Imperial Valley College Course Syllabus – Click here to enter text. 6 a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming) a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME. a. Crunching food or chugging drinks is distracting for others. b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

 4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU a. It is hard to see you in dim lighting so find a location with light. b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING a. If you are using the camera, show your face; it helps others see your non-verbal cues. b. You may be at home but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION a. Catch up on other emails or other work later. b. If you are Zooming, silence your phone and put it away. c. If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It is best if you conference in a private space, but if you cannot find a quiet place, when noises arise MUTE your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING a. Follow your instructor's directions about using the "raise hand" icon or chat function to be recognized and to speak, but make sure you have unmuted your device. b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked. b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

Other Course Information

Imperial Valley College offers various services in support of student success. The following are some of the services available for students.

Please speak to your instructor about additional services which may be available. How do I access services now that we are mostly online?

• CANVAS LMS. Canvas is Imperial Valley College's Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

• Learning Services. To accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link (IVC online Tutoring). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.

• Library Services. Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!

• Career Services Center. The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.

 • Child Development Center. The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: https://forms.imperial.edu/view.php?id=150958

IVC Student Resources

- IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit http://www.imperial.edu/studentresources or click the heart icon in Canvas.
- VETERAN'S CENTER The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources.
- The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141. EXTENDED OPPORTUNITY PROGRAM and SERVICES (EOPS) The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice.
- Also, under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff STUDENT EQUITY PROGRAM the Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved.
- The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented.
- SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness.
- We strive to remove barriers that affect IVC students' access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system.
- Please visit us online for assistance at https:// imperial.edu/students/student-equity-and-achievement/ or call us at 760-355-6465 or when campus reopens, visit Building 401.
- What if I cannot afford food, books, or need other help? Imperial Valley College Course Syllabus – Click here to enter text. 18 We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: https://imperial.edu/students/student-equity-and-achievement/

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
08/16/21	**Introduction/Syllabus** **Section 1: Foundations for Best Practice in Case Management** Chapter 1: Case Management: Definition and Responsibilities/Quiz	**You are required to read assigned chapters weekly, complete discussion questions, chapter exercises, journals, and quizzes. Class assignments will start on Monday and end on Sunday.**
August 23	Chapter 2: Ethics and Other Professional Responsibilities for Human Services Workers/Quiz Chapter 3: Applying the Ecological Model: A Theoretical Foundation for Human Services/Quiz	
August 30	**Section 2: Useful Clarifications and Attitudes** Chapter 4: Cultural Competence/Quiz Chapter 5: Attitudes and boundaries/Quiz	
September 06	**Holiday**/Chapter 6: Clarifying Who Owns the Problem/Quiz	
September 13	**Section 3: Effective Communication** Chapter 7: Identifying Good Responses and Poor Responses /Quiz Chapter 8: Listening and Responding/Quiz	
September 20	Chapter 9: Ask Questions/Chapter 10: Bringing Up Difficult Issues/Quiz Chapter 11: Addressing and Disarming Anger	
September 27	Chapter 12: Collaborating with People for change Chapter 13: Case Management Principles: Optional	
October 04	**Section 4: Meeting Clients and Assessing Their Strengths and Needs**.	

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	Chapter 14: Documenting Initial Inquires Chapter 15: The First Interview	
October 11 October 18	Chapter 16: Social Histories and Assessment Forms Chapter 17: Using the DSM Chapter 18: The Mental Status Examination Chapter 19: Receiving and Releasing information	
10/25/21 11/01/21 11/08/21 11/15/21 11/22/21 11/29/21	**Section 5: Developing a Plan with the Client** Chapter 20: Developing a Service Plan at the Case Management Chapter 21: Preparing for a Service Planning Conference or Disposition Planning Meeting Chapter 22: Making the Referral and Assembling the Record Chapter 23: Documentation and Recording **Holiday Week: Thanksgiving** **Section 6: Monitoring Services and Following the Client** Chapter 24: Monitoring the Services or Treatment Chapter 25: Developing Goals and Objectives at the Provider Agency Chapter 26: Terminating the Case	
12/06/21	**Final**	

Subject to change without prior notice