Integrated Care: Treatment and Recovery Planning
HSCD 631-01   Fall 2017
Syllabus

Meeting Times

Classroom sessions, Saint John's Hall 254: Aug 30th, Sep 13th and 27th, Oct 11th and 25th, Nov 8th and 29th, 6:00-9:00pm
This is a hybrid course with substantial online assignments and participation between classroom sessions.

Faculty

Therissa Libby, Ph.D.
Office: Saint Paul Campus, Saint John's Hall, room 208B
Office Hours: see D2L for schedule or by appointment
Telephone: 651-793-1501
E-Mail: therissa.libby@metrostate.edu
Social Media: ProfLibbyMetro

Purpose of the Course

Course Description
The development and implementation of treatment plans is considered key to effective practice of substance use and co-occurring disorders counseling. In addition, treatment planning can play a central role in advocating for and obtaining the most appropriate care for a client. This course examines both treatment (short-term) and recovery (medium- to long-term) planning, including an examination of relevant service delivery systems in Minnesota. Students examine and practice counselor characteristics and strategies that promote retention in care, plan adherence and relapse prevention. Students consider the central roles of stage of change, client autonomy, cultural appropriateness and responsiveness, and motivational enhancement in treatment and recovery planning, and engage in advanced skills-building exercises.

Competence Statement
Students demonstrate knowledge and skills needed to assist individuals in designing person-centered, strengths-based care plans and to complete appropriate documentation of care.

Learning Objectives
Having completed this course, students can:
- Distinguish between treatment planning and recovery planning, including how they are applied in a variety of culturally-specific settings.
- Collaboratively design treatment and recovery plans that are relevant to service delivery systems and resources in Minnesota, utilizing a strong working knowledge of appropriate treatment modalities, support services and referral networks.
- Enhance, and support clients using, counseling skills that foster retention in care and plan adherence, including motivational enhancement skills and gender- and culturally-specific strategies.
- Integrate the major theories of and strategies for relapse prevention and mitigation.

Learning Strategies and Activities

Review of Texts and Scholarly Literature
Class Discussion
Skills Development
Peer Feedback
Exploration of Treatment and Recovery Resources
Written Assignments

Texts, Materials, Media and Resources

Textbooks
Adams N and Grieder DM (2013) *Treatment Planning for Person-Centered Care, Second Edition: Shared Decision Making for Whole Health (Practical Resources for the Mental Health Professional), 2nd ed.* Cambridge, MA: Academic Press. Note: This is referred to in the Course Schedule as **A&G**.

This course will also rely on SAMHSA's *TAP 21: Addiction Counseling Competencies*, materials from the Minnesota Department of Human Services, book chapters, scholarly journal articles and online content. *TAP 21* is a free publication, and can be obtained from your instructor and/or downloaded at https://store.samhsa.gov/product/TAP-21-Addiction-Counseling-Competencies/SMA15-4171. All these materials will be posted in D2L.

D2L Brightspace
This course includes classroom, library and online elements. You will make extensive use of D2L throughout the course for a variety of purposes, such as obtaining course documents, participating in class discussions, and submitting written assignments. If you are not conversant with D2L, please see me right away. You can obtain help with D2L from Metro State's Center for Online Learning (COL); for more, see http://www.metrostate.edu/msweb/explore/col/.

Video Materials
Required and recommended video materials will be posted on or linked to in D2L.

Library
Building skill in performing research online will be important in each of your graduate classes. The Metropolitan State University Library has many resources, including search engines, collections and instructional videos. For more, see http://www.metrostate.edu/msweb/resources/library/ or contact our library liaison, Christine Larson (christine.larson@metrostate.edu).

Assignments and Evaluation Criteria

Note: For all assignments, further instructions and rubrics will be posted in D2L. All written assignments are to be submitted in APA format unless otherwise noted.

Exploration of Treatment Modalities
Substance use, mental health and co-occurring disorders are addressed through a wide variety of professional services. Modalities of care cover a broad range of philosophies, settings, lengths of service, funding sources, etc. For this assignment, explore one modality and interview a service provider who works in that modality. You will describe what you learned in an online discussion, as well as respond to others' descriptions. Score: 50 pts for description + 20 pts for discussion participation = 70

Treatment Plans
Given assessment results and client interview, design one substance use disorders (SUD) treatment plan and one co-occurring disorders (COD) treatment plan. Each is to be suitable to the client's specific needs, strengths and goals. Specific formats will be provided. Score: 50 pts for SUD + 100 pts for COD = 150 pts

Case Notes
Given material from three counseling sessions (one SUD individual, one COD individual and one COD group), write case notes each session. Specific formats will be provided. Score: 30 pts each x 3 = 90 pts

Recovery Plan
Given information on a client's progress in SUD treatment, write a recovery plan for that client. Include documentation of the presenting problem, treatment goals, progress toward goal completion, ongoing professional supports and ongoing personal and community resources. Score: 100 pts

Discharge Summary
Given information on a client's treatment plan and progress in treatment, write a discharge summary for that client. Include documentation of the presenting problem, assessment results, treatment goals, progress toward goal completion, reason for discharge and continuing care recommendations. Score: 100 pts

Classroom Skills Demonstration and Feedback
In a class session, utilize motivational interviewing and individual counseling skills to support client progress toward treatment goals. This may require addressing retention in treatment, adherence to the treatment plan, prevention of relapse and/or preparation for discharge. You will also provide feedback to peers on their skills demonstrations. Score: 100 pts for demo + 20 pts for peer feedback = 100

Exploration of Community Resources
Those whose lives are affected by substance use, mental health or co-occurring disorders typically utilize both professional and non-professional resources. Over the course of the semester, visit three recovery resources in the community and write a reflection on each. You will share your reflections in online discussions. Score: 50 pts (40 for reflection, 10 for discussion participation) x 3 = 150 pts

Portfolio: Person-Centered Treatment Planning
Provide a reflection on what it means to be truly person-centered in assisting clients with treatment planning. Include a description of your theoretical approach, necessary counseling competencies and integration of the treatment planning process into overall care. Total possible points: 120

Exploration of Treatment Modalities	70 pts
Treatment Plans	150 pts
Case Notes	90 pts
Recovery Plan	100 pts
Discharge Summary	100 pts
Classroom Skills Demonstration and Feedback	120 pts
Exploration of Community Resources	150 pts
Portfolio: Person-Centered Treatment Planning	120 pts
Total	900 pts

Determination of final letter grade:

93-100%	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
77-79.9%	C+
73-76.9%	C
<73	F

The following is Metro State policy for all graduate programs: "To remain in good standing and to be qualified for graduation, you must maintain a cumulative grade point average of at least 3.0. Grades below C do not apply to program requirements, but are calculated in the cumulative grade point average."

Instructor and Institutional Policies

Policies applicable to all graduate programs can be found at http://www.metrostate.edu/student/course-info/course-info/graduate-policies-and-procedures.

Attendance and Participation: In this and all graduate-level classes, attendance and participation are expected for the entirety of every class session. Consider how you might challenge yourself to lean in if you typically sit back, and sit back if you typically lean in. All participation is to demonstrate a high level of respect for your peers, and for the diversity of experiences and perspectives found in the classroom and in D2L. Disagreement and even conflict are expected and can be productive, but must always take place in the context of honoring each other. Doing otherwise, especially repeatedly, will jeopardize your standing in this course and the program.

Focus: Both in class and when studying, you learn better when you reduce distractions. Find study places and times that let you bring your full and sustained attention to your work. You improve your own and others' classroom experience when you arrive before class starts, stay until the end, get up and move around during breaks, and silence and put away your mobile devices. There is to be no use of mobile devices for phone calls, texting, emailing, social media posting, etc., during class sessions. Laptops and tablets are appropriate for taking notes; some classroom activities necessitate setting laptops and tablets aside. Audio recording of lectures is permitted for the sole use of the individual making the recording.

Late Assignments: Turning in a paper or other assignment past the due date will result in a loss of 10% of your score per day. For example, if an assignment is turned in three days late, I will score it, then subtract 30% of my score.

Integrity: You don't succeed in this course unless you are doing your own work (regardless of what grade you receive). You're expected to maintain academic integrity in fulfilling all course requirements. Cheating, plagiarizing and other violations of academic integrity are dishonest and unacceptable practices, and consequences for them may include failing an assignment, failing the course, probation, suspension or expulsion from the program. See the D2L program site for the document entitled "AIP_Student_Guide." It is Metro State policy that faculty report violations of the academic integrity policy. This course makes use of Turnitin as an originality checker for most assignment submissions.

Diversity and Disability Statement: Our institution values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact the Center for Accessibility Resources to discuss a range of options to removing barriers in the course, including accommodations. The Center for Accessibility Resources is located in New Main, room L223, and can be reached at 651-793-1549 or Accessibility.Resources@metrostate.edu.

Changes to Course Content: This syllabus and the content of the course are subject to change by the instructor. Changes will be announced in class and via email.
Incompletes: An Incomplete will be granted only in cases of extreme hardship (medical or family emergencies) and only if you have already completed most (75-80%) of the coursework. If you are granted an incomplete, all coursework must be completed within an agreed-upon time. In any event, all coursework must be completed by the end of the following semester.

Email: All outgoing email from Metro State, including D2L updates, course announcements, program announcements, reminders, etc., goes to your Metro State email account. For a variety of security reasons, it is Metro State policy that all incoming email from students be sent from Metro State email accounts. Students bear sole responsibility for any email communication that does not get delivered or read because it is sent from an outside account.