

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE**

19:910:598

Case Management in Addictions Practice

Semester:

Instructor:

Office hours:

Telephone:

Email:

I. Catalog Course Description

Building upon the content learned in previous required ACT courses, this course focuses on case management skills needed for work with clients with substance use disorders (SUDs), co-occurring disorders, and other psychosocial, health or life issues. Students will learn about coordinated care systems and the importance of treatment teams, including how properly to consult with supervisors, counselors, professionals, and/or other service providers to assure comprehensive, quality care for clients. Students will gain skills in researching, accessing and referring for inter- or intra-agency services. Topics such as HIV and the wide variety of community resources available in New Jersey will be covered, in addition to NJ systems for Families and Children, Disabilities, Mental Health, Employment, and Criminal Justice. As in all the Addictions Counselor Training (ACT) Certificate Program courses, the impact of age, race, gender, social class, culture, ethnicity, spirituality, religion, sexual orientation, national origin, and physical and mental ability on recovery from addictive disorders will be infused throughout the course content. This course is open to all ACT students who have completed the course prerequisites, and it is required for the ACT Certificate

II. Course Overview

This course focuses on the development of case management skills, emphasizing a holistic consideration of substance-using client needs. An emphasis is made on consideration for cultural differences that may impact a person's treatment and best practices with special populations.

III. Place of Course in Program

This course is open to ACT certificate students who have successfully completed or are currently enrolled in Understanding Addictive Behaviors. This course is required for the ACT Certificate. It will be offered in an asynchronous format or in a hybrid format; class content will be delivered in face-to-face/synchronous class sessions and online.

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers: (1) collect and organize data, and apply critical thinking to interpret information from clients and constituencies; (2) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; (3) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and (4) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.

Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers: (1) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; (2) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; (3) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; (4) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and (5) facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: (1) select and use appropriate methods for evaluation of outcomes; (2) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; (3) critically analyze, monitor, and evaluate intervention and program processes and outcomes; and (4) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

V. Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program-level learning goals as the course addresses the development of skills in case management in addictions practice, emphasizing referral, consultation and an understanding of available New Jersey services.

Upon completion of this course, students will be able to:

1. Identify community resources and demonstrate appropriate referral skills using an interagency perspective.
2. Consult with supervisors, counselors, professionals, and/or other service providers to assure and advocate for comprehensive, quality care for clients.
3. Thoughtfully discuss New Jersey services available, including but not limited to Mental Health Services, Child and Family Services, Disability Services and Employment Services, discerning for which client populations services are appropriate and at what phase of their treatment, as well as advocating for services that may not presently exist or be accessible to certain populations.

4. Demonstrate an understanding of coordinated care systems and the referral needs of clients with particular issues such as domestic violence, child abuse and neglect, cognitive and physical disabilities, or engagement with the criminal justice system.
5. Differentiate among types of mutual-help groups and discuss the importance of matching client needs with particular kinds of groups or community supports.
6. Synthesize case management needs for special populations, including adolescents, women, older adults, homeless persons, people with disabilities, immigrants and refugees, LGBTQ persons, and a variety of ethnicities and cultures, and demonstrate how special population membership influences successful addictions case management.
7. Integrate their understanding of the above objectives into effective case management.

Students enrolled in this course will fulfill four content area (domain) requirements necessary for licensure as an LCADC, totaling 48 contact hours. These are: C301 Community Resources (18 hours), C302 Consultation- Case Management (18 hours), C304 HIV + Resources (6 hours), C508 Consultation-Professional (6 hours). For a complete outline of these content areas, see the end of the syllabus.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Required Texts and Readings

See individual units for specific readings. Each unit features free articles or publications available from the internet. Excerpts from the following will be included and are available via the course shell:

- TIP 27: Comprehensive Case Management for Substance Abuse Treatment
- TIP 37: Substance Abuse Treatment for Persons With HIV/AIDS

- TIP 38: Integrating Substance Abuse Treatment and Vocational Services
- TIP 29: Substance Use Disorder Treatment for People with Physical and Cognitive Disabilities
- TIP 30: Continuity of Offender Treatment for Substance Use Disorders from Institution to Community
- TIP 42: Substance Abuse Treatment for Persons with Co-Occurring Disorders

Other required readings will be available via the Canvas course shell.

VIII. Course Attendance and Participation Policies

1. Students must read all assigned material **before class** and be fully prepared for discussion of the material as well as its application to their own experiences. The course will adopt a seminar format, which depends on full participation from all members.
2. ACT Certificate Program requirements include **mandatory** attendance at **all** in-person/synchronous course meetings. Students missing more than 10% of in-person instruction time will be required to withdraw from and retake the course. Licensing requirements are such that students missing more than 10% of any instructional time will be considered at risk for course failure and/or difficulty in successfully completing the ACT program.

Zoom (Conferencing Platform) Policy

If your class section requires class meetings that take place on a web-conferencing platform like Zoom, then attendance will be treated as if you were in an actual face-to-face classroom. Students are expected to join the class on time, with their cameras **on throughout the class**. You are expected to be available and attentive with your microphone muted unless you are speaking. Most importantly, you should make arrangements to attend class in a quiet space, free from distractions. Please do not join from work, your car, your home or other space if there are co-workers, pets, household members or others in the background. Please be respectful of the instructor and your peers online just as you would be in a physical classroom. For non-ACT students, failure to adhere to this policy will result in a deduction of class participation points. For ACT students where attendance is mandatory, failure to adhere to this policy will count as a missed class.

3. Students will be expected to share examples from their professional and/or fieldwork experience as well as from their current experience within the class groups. This requires respectful reflection and integration of the NASW Code of Ethics with particular regard to cultural competence and respect for the dignity and worth of all. For social workers, confidentiality is a major ethical responsibility. Each student must maintain confidentiality concerning any personal or case material discussed in class. No information revealed in class is to be discussed with anyone outside the class environment.
4. Professional social workers must have excellent writing skills. Proper grammar, syntax, spelling, and appropriate referencing are expected for all assignments.

Your assignments will be:

- Thoughtful, thought-provoking, and **concise** (longer is not necessarily better!)
 - Responsive to the directions of the assignment.
 - Grammatically correct, error-free, in APA style; see link for APA style information <http://apastyle.apa.org/> or <http://owl.english.purdue.edu/owl/resource/560/01/>
 - Signed under the following written pledge: *On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment)*. You may ask another person to review your paper, making comments on editorial issues such as spelling and grammar, but no other person may contribute ideas or content.
 - On time on the due date. Students are given a week to submit assignments and no late assignments will be accepted for any reason.
 - Your own work. Please review these websites for information about what is acceptable and what constitutes plagiarism: <http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf> and <http://owl.english.purdue.edu/owl/resource/589/01/> and <http://www.library.ualberta.ca/guides/plagiarism/> Please talk with your instructor if you have any additional questions.
5. When submitting materials, be sure to confirm that the paper was properly loaded onto the course website. If you are having problems, email the Canvas Helpdesk for assistance. Do not wait until a few minutes before the due date/time to submit your work. Papers that are late because you had technical trouble submitting them at the last minute are counted as late!

IX. Diversity Statement

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

X. Assignments and Grading

To receive full credit, assignments are due in the drop-box on the due date. In rare instances, due to unanticipated and extenuating student circumstances, students may need additional

time to complete an assignment. Therefore, students may submit assignments late. However, assignments will receive a 10% deduction for each day late. Discussion board posts and other “real-time” assignments are not eligible for any extensions.

SSW MSW Grading Scale: Below is the grading scale for the MSW program

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

*Scores to be rounded up at .5

Assignment Value

- Discussion Boards 5%
- Reflection Papers 15%
- Client Service Plan 10%
- Client Case Presentation 15%
- Referral Database 25%
- NJ Services Paper 20%
- NJ Services Presentation 10%

See the assignments at end of syllabus for a more detailed discussion of grading.

XI. Academic Resources

Library Research Assistance

Meredith Parker is the social work librarian on the New Brunswick Campus Meredith.parker@rutgers.edu p. 848-932-6104 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment.

<http://www.ncas.rutgers.edu/writingcenter>

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th edition (2020). It can be purchased at [APA Manual 9th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

XII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

XIII. Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any

results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing."

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: *On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.*

XIV. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

XV. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

Active Shooter Resources: Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

XVI. Course Outline

A variety of methods are used including lectures, discussions, exercise, assignments,

readings, and videos.

Module 1: Course Introduction			
Dates	Activity	Points	Due Date
	Required Readings: <ul style="list-style-type: none"> • Course Syllabus 		Day 3
	Assignment: <ul style="list-style-type: none"> • Discussion Board 	10	Initial Post: Day 3 (recommended) Responses: Day 7

Module 2: Case Management Introduction			
Dates	Activity	Points	Due Date
	Required Readings: <ul style="list-style-type: none"> • TIP 27: Comprehensive Case Management for Substance Abuse Treatment <ul style="list-style-type: none"> ○ Chapter 1: Substance Abuse and Case Management: An Introduction • NASW: Core Functions of Social Work Case Management • ICRC Core Function 7 – Case Management – GC 28-29 IC-RC 12 Core Functions.docx 		Day 3
	Lecture <ul style="list-style-type: none"> • An Introduction to Case Management 		Day 3
	Assignment: <ul style="list-style-type: none"> • Discussion Board 	10	Initial Post: Day 3 (recommended) Responses: Day 7

Module 3: Case Management & SUDs Treatment			
Dates	Activity	Points	Due Date
	Required Readings: <ul style="list-style-type: none"> • TIP 27: Comprehensive Case Management for Substance Abuse Treatment <ul style="list-style-type: none"> ○ Chapter 2: Applying Case Management to Substance Abuse Treatment ○ Chapter 3: Case Management in the Community Context: An Interagency Perspective 		Day 3
	Lecture <ul style="list-style-type: none"> • Case Management and Addiction Treatment 		Day 3

	Assignment: Reflection Paper	10	Day 7
--	---------------------------------	----	-------

Module 4: Referral			
Dates	Activity	Points	Due Date
	Required Readings: <ul style="list-style-type: none"> • ICRC Core Function 10 – Referral – GC 35-39 IC-RC 12 Core Functions.docx • Woodside, M., & McClam, T. (2018). <i>Generalist case management: A method of human service delivery</i>. Australia: Cengage Learning. <ul style="list-style-type: none"> ◦ Chapter 10: Service Coordination 		Day 3
	Lecture <ul style="list-style-type: none"> • Referral 		Day 3
	Assignment: <ul style="list-style-type: none"> • Discussion Board 	10	Initial Post: Day 3 (recommended) Responses: Day 7
	Assignment: <ul style="list-style-type: none"> • Referral Database 1-5 for one geographic region of your choice (limit 2 counties). See end of syllabus for full assignment description. 	5	Day 7

Module 5: Service Planning			
Dates	Activity	Points	Due Date
	Required readings: <ul style="list-style-type: none"> • Summers, N. (2016). <i>Fundamentals of case management practice: Skills for the human services</i>. Boston, MA: Cengage Learning. <ul style="list-style-type: none"> ◦ Chapter 20: Developing a Service Plan at the Case Management Unit 		Day 3
	Lecture <ul style="list-style-type: none"> • Service Planning 		Day 3
	Assignment: <ul style="list-style-type: none"> • Client Service Plan. See end of syllabus for full assignment description. 	10	Day 7
	Assignment: <ul style="list-style-type: none"> • Client Case Presentation. See end of syllabus for full assignment description. • Note: To create and upload the recording: On Canvas, use the Record/Media Upload, Screen-Cast-O-Matic or Kaltura CaptureSpace tool. 	15	(Ongoing) Module 6, Day 7

Module 6: Consultation/Case Conferences
--

Dates	Activity	Points	Due Date
	Required readings: <ul style="list-style-type: none"> • ICRC Core Function 12 – Consultation – GC 43-46 IC-RC 12 Core Functions.docx • Summers, N. (2016). <i>Fundamentals of case management practice: Skills for the human services</i>. Boston, MA: Cengage Learning. <ul style="list-style-type: none"> ◦ Chapter 21: Preparing for a Service Planning Conference or Disposition Planning Meeting • Bronstein, L.R. (2003) A model for interdisciplinary collaboration. <i>Social Work</i>, 48, 297-306. 		Day 3
	Lecture <ul style="list-style-type: none"> • Consultation and Case Conferences 		Day 3
	Assignment: <ul style="list-style-type: none"> • Client Case Presentation. See end of syllabus for full assignment description. • Note: To create and upload the recording: On Canvas, use the Record/Media Upload, Screen-Cast-O-Matic or Kaltura CaptureSpace tool. 	15	Day 7

Module 7: Evaluation			
Dates	Activity	Points	Due Date
	Required readings: <ul style="list-style-type: none"> • TIP 27: Chapter 4: Evaluation and Quality Assurance of Case Management Services • McLellan, A.T. (1999). Does clinical case management improve outpatient addiction treatment?. <i>Drug and Alcohol Dependence</i>, 55, 91-103. 		Day 3
	Lecture <ul style="list-style-type: none"> • Evaluation 		Day 3
	Assignment: <ul style="list-style-type: none"> • Reflection Paper 	10	Day 7
	Assignment: Referral Database 6-10 for one geographic region of your choice (limit 2 counties). See end of syllabus for full assignment description.	5	Day 7

Module 8: New Jersey Services			
Dates	Activity	Points	Due Date
	Required readings; review the state services available to New Jersey residents: <ul style="list-style-type: none"> • https://www.nj.gov/humanservices/clients/healthcare/ • https://www.nj.gov/humanservices/clients/disability/ • https://www.nj.gov/humanservices/clients/family/ • https://www.nj.gov/humanservices/clients/welfare/ • https://www.nj.gov/humanservices/clients/mental/ • https://www.nj.gov/humanservices/clients/addiction/ 		Day 3
	Lecture		Day 3

	<ul style="list-style-type: none"> New Jersey Services 		
	Assignment: <ul style="list-style-type: none"> Discussion Board 	10	Initial Post: Day 3 (recommended) Responses: Day 7
	Assignment: NJ Services Assignment. See end of syllabus for full assignment description.	Paper: 20 Presentation: 10	(Ongoing) Module 13, Day 7

Module 9: HIV Resources			
Dates	Activity	Points	Due Date
	Required readings: <ul style="list-style-type: none"> TIP 37: Substance Abuse Treatment for Persons With HIV/AIDS <ul style="list-style-type: none"> Chapter 1: Introduction to HIV/AIDS Chapter 6: Accessing and Obtaining Needed Services 		Day 3
	Recommended readings: <ul style="list-style-type: none"> TIP 37: Substance Abuse Treatment for Persons With HIV/AIDS <ul style="list-style-type: none"> Chapter 2: Medical Assessment and Treatment Chapter 3: Mental Health Treatment Chapter 5: Integrating Treatment Services 		
	Lecture <ul style="list-style-type: none"> HIV Resources 		Day 3
	Assignment: <ul style="list-style-type: none"> Reflection Paper 	10	Day 7
	Assignment: Referral Database 11-15 for one geographic region of your choice (limit 2 counties). See end of syllabus for full assignment description.	5	Day 7

Module 10: Employment Services			
Dates	Activity	Points	Due Date
	Required readings: <ul style="list-style-type: none"> TIP 38: Integrating Substance Abuse Treatment and Vocational Services <ul style="list-style-type: none"> Chapter 1: The Need for Vocational Services Chapter 2: Vocational Programming and Resources Chapter 5: Effective Referrals and Collaborations 		Day 3

	<ul style="list-style-type: none"> • https://careerconnections.nj.gov/ 		
	Lecture <ul style="list-style-type: none"> • Employment Services 		Day 3
	Assignment: <ul style="list-style-type: none"> • Reflection paper 	10	Day 7

Module 11: Disability Services			
Dates	Activity	Points	Due Date
	Required Readings: <ul style="list-style-type: none"> • TIP 29: Substance Use Disorder Treatment for People with Physical and Cognitive Disabilities <ul style="list-style-type: none"> • Chapter 1: Overview of Treatment Issues • Chapter 3: Treatment Planning and Service Delivery • Chapter 4: Treatment Planning and the Community: Linkages and Case Management • https://www.state.nj.us/nj/community/disability/ 		Day 3
	Lecture <ul style="list-style-type: none"> • Disability Services 		Day 3
	Assignment: <ul style="list-style-type: none"> • Discussion Board 	10	Initial Post: Day 3 (recommended) Responses: Day 7

Module 12: Child and Family Services			
Dates	Activity	Points	Due Date
	Required Readings: <ul style="list-style-type: none"> • Child Welfare Information Gateway. (2021). <i>Parental substance use and the child welfare system</i>. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau. • https://www.state.nj.us/dcf/ 		Day 3
	Recommended Reading: <ul style="list-style-type: none"> • TIP 36: Substance Abuse Treatment for Persons with Child Abuse and Neglect Issues http://adaiclearinghouse.org/downloads/TIP-36-Substance-Abuse-Treatment-for-Persons-with-Child-Abuse-and-Neglect-Issues-58.pdf • TIP 25: Substance Abuse Treatment and Domestic Violence https://www.ceunits.com/trainings/157/CEU_pdf_157.pdf 		
	Lecture <ul style="list-style-type: none"> • Child and Family Services 		Day 3

	Assignment: <ul style="list-style-type: none"> • Discussion Board 	10	Initial Post: Day 3 (recommended) Responses: Day 7
	Assignment: Referral Database 16-20 for one geographic region of your choice (limit 2 counties). See end of syllabus for full assignment description.	5	Day 7

Module 13: Criminal Justice System Services			
Dates	Activity	Points	Due Date
	Required Readings: <ul style="list-style-type: none"> • TIP 30: Continuity of Offender Treatment for Substance Use Disorders from Institution to Community <ul style="list-style-type: none"> ○ Chapter 2: Case Management and Accountability ○ Chapter 6: Special Populations • https://www.doe.org/programs/ready-willing-able • https://www.njcourts.gov/ • https://www.nadcp.org/ 		Day 3
	Lecture <ul style="list-style-type: none"> • Criminal Justice Services 		Day 3
	Assignment: <ul style="list-style-type: none"> • Discussion Board 	10	Initial Post: Day 3 (recommended) Responses: Day 7
	Assignment: <ul style="list-style-type: none"> • NJ Services Assignment Paper Due • NJ Services Assignment Presentation Due 	20 10	Day 7 Day 7

Module 14: Mental Health Services			
Dates	Activity	Points	Due Date
	Required readings: <ul style="list-style-type: none"> • TIP 42: Substance Abuse Treatment for Persons with Co-Occurring Disorders <ul style="list-style-type: none"> ○ Chapter 6: Traditional Settings and Models ○ Chapter 7: Special Settings and Specific Populations • Involuntary Civil Commitments Resource Binder 		Day 3
	Recommended readings: <ul style="list-style-type: none"> • Division of Mental Health and Addiction Services Description of Services:		

	https://nj.gov/health/integratedhealth/ <ul style="list-style-type: none"> • Designated Screening Services: By County • https://www.njamhaa.org/ 		
	Lecture <ul style="list-style-type: none"> • Mental Health Services 		Day 3
	Assignment: <ul style="list-style-type: none"> • Reflection Paper 	10	Day 7

Module 15: Course Wrap-Up			
Dates	Activity	Points	Due Date
	Assignment: <ul style="list-style-type: none"> • Discussion Board 1 	10	Day 7
	Assignment: <ul style="list-style-type: none"> • Discussion Board 2 	5	Initial Post: Presentation Responses: Day 7
	Assignment: <ul style="list-style-type: none"> • Referral Database 21-23 for one geographic of your choice (limit 2 counties). See end of syllabus for full assignment description. 	10	Day 7

XVII. Course Assignments

Discussion Boards

5% of final grade

Students will be expected to respond to discussion questions posted on the course website for each module. This will be engaged reflections, questions, conversation, and respectful, intellectual debate rather than cursory commentary. See etiquette, instructions, and grading rubric at the end of the syllabus.

Points will not be awarded for posts turned in after the deadline or for posts short of the required word count. There will be no exceptions.

Reflection Papers

15% of final grade

Students will write and submit a reflection paper no shorter than 2 pages and no longer than 3 pages, on the assigned reading and its application. The paper should be in 12-point type, double-spaced. First, you should clearly demonstrate your understanding of the information/concepts in the reading with citations to the content. A reference page in APA format is required. You should

then apply that information/concepts to your answers to the prompts.

Students are required to:

- Respond to reflection paper prompts with headers/sub-headers
- Provide 3 or more peer-reviewed article citations relevant to the reflection prompts
- A reference page with the citations in APA format (not part of the 2-3 page requirement)

Client Service Plan

10% of final grade

Students will identify a client with whom they are working who has needs that may be met outside of their department or outside of the agency altogether. (*If you are not presently working or interning at an agency, you may choose an episode of Intervention from which you may conceptualize a client case.*) With the client (when possible), students will develop a service plan with the below template, with broad goals in the noted areas, paying particular attention to needs of the client that would be met outside of the student's individual work with that client.

Students may utilize as a guide the assigned reading: Summers, N. (2016). *Fundamentals of case management practice: Skills for the human services*. Boston, MA: Cengage Learning.: Chapter 20: Developing a Service Plan at the Case Management Unit.

Note: This will be done in preparation for the **Client Case Presentation** assignment.

Students are required to:

- Complete all service rows, defining as a “strength” or a “need” (it cannot be both), or if deemed not applicable to the client, then a brief rationale should be described in the comments column, and in those instances the strength/need, goal, and referral columns will be left blank. Students are required to identify at least 10 services that are “strengths” or “needs” from the 14 service rows.
- Students are required to provide referrals to at least 5 different agencies for client “needs” – one cannot refer the client consistently to the same 1-2 agencies.
- Students are required to describe at least 3 “strengths” and should complete the goals and comments sections, and if applicable any referral related to strengths (though most strengths will not require referrals).
- Use the table template embedded in the syllabus and on Canvas from Summers 2016, but refer to the instructions above for required completion of the table.

Case Management Service Plan

Client:

Type	Strength/Need	Goal	Comments	Referral
Income/Financial Situation	Strength/Need			
Housing/Living Arrangement	Strength/Need			
Vocational	Strength/Need			
Educational	Strength/Need			
Transportation	Strength/Need			
Medical	Strength/Need			
Activities of Daily Living	Strength/Need			
Legal	Strength/Need			

Recreation & Leisure Time	Strength/Need			
Mental Health	Strength/Need			
Substance Use	Strength/Need			
Family Relationships	Strength/Need			
Social Support	Strength/Need			
Other:	Strength/Need			

Adapted from Summers (2016).

Client Case Presentation

15% of final grade

Students will deliver a case presentation as if prepared for agency colleagues for the same client for whom they developed a service plan. Students are to note at some point during their presentation a particular goal or reason for presenting this client (e.g., new intake, seeking treatment extension, in need of specific referrals, etc.). Case presentations should be 3-5 minutes in length, meaning they will **not** be able to include the client's entire case history. It will be up to the student's clinical discretion to determine the most important aspects to include and emphasize. Additionally, students are **not** to read a prepared statement (though they may refer to notes). This assignment is intended to provide students with an opportunity to practice presenting a case, as one would do within an agency setting.

Students are required to utilize the following outline, adapted from Summers (2016), as a guide. They should spend:

1. Introduction of case (15 seconds)
2. Client's presenting problem (30 seconds)
3. How client presented in interview (30 seconds)
4. Client's expressed goals, expectations, requested services (30 seconds)
5. Additional relevant information (30 seconds)
6. Clinician's impressions and recommendations (30 seconds)
7. Concluding statement about case (15 seconds)

Students will be graded on their ability to succinctly state the client's presenting needs, the student's thoughtful recommendations and the reason for seeking consultation.

Referral Database Assignment

25% of final grade

Students will assemble a referral database for one geographic region of your choice (limit 2 counties). This is not a "Google"-only assignment. Students are to call agencies that may serve as referral sources for clients with addiction or co-occurring disorders to assure appropriate understanding of services, gather pertinent details, and increase professional network.

Students should:

- Use the referral database template provided on Canvas and the syllabus.
- Take note of the five separate deadlines required for each mini-assignment.
- Combine all county referral sheets into one document for each mini-assignment.
- Provide referral sheets for services only in two counties; other counties will not earn points.
- You can use resources at your agency or your prior experience to inform your work, but are still required to contact all agencies regardless for up-to-date information.
- The student's effort on the assignment should be solo and not shared between classmates.

- For each referral, all rows should be completed; if unable to gather that information from a contact person, you need to write “information unable to be determined from a contact person” and elaborate on the barriers you encountered in the “other pertinent information” row. Leaving sections blank or writing “N/A” will not earn points.
- It is the student’s responsibility to see where they lost points on submissions at the beginning of semester so they improve information gathering on subsequent submissions.
- Overall 23 resources are required, and within those 23 resources, no fewer than 14 different agencies/programs are required. While some agencies provide multiple services, especially in resource poor counties of New Jersey, it is critical to identify services across agencies, and not rely on one agency as a hub. The first four mini-assignments require at least 3 different agencies and the final mini-assignment requires at least 2 different agencies.
- A general note about finding the appropriate service. As this assignment is meant to mimic a real-world experience of resource gathering, you should be balancing the optimal vs. the most convenient resource when identifying services. For example, one agency may specialize in addiction while providing some modest mental health services like support groups. However, many addiction clients have serious mental illnesses in need of evidence-based psychological or psychiatric treatment (e.g., CBT, psychiatric medications), and thus you should look for referrals for specialty mental health services at an outside agency.

Final Database to include:

1. An outpatient SUD treatment agency
2. An IOP SUD treatment agency
3. A partial care SUD treatment agency
4. A short-term residential SUD treatment agency
5. A long-term residential SUD treatment agency
6. A withdrawal management (detox) service agency
7. A civic, community, or neighborhood group or organization
8. A government entity
9. A medical health resource
10. A disability resource
11. A mental health screening/treatment resource
12. A crisis intervention service
13. A criminal justice system resource
14. A housing resource
15. An employment/vocational rehabilitation resource
16. A childcare facility
17. A family support service
18. A pregnant women support service
19. A domestic violence support service
20. Mutual and self-help group schedule
21. A cultural/religious organization
22. A local advocacy group

23. An HIV resource

Complete the following card for each agency/organization identified, including all applicable information:

Service/Agency Name:

Resource type:

Address:

Phone number:

Present contact person:

Hours of operation:

Target audience:

Criteria for admission/participation:

How referrals are accepted:

What services include:

Length of services:

Cost and/or insurances accepted:

Waitlist (typically):

Paperwork to be completed prior to appointment:

Client identification required:

Other pertinent information:

New Jersey Services Assignment (2 parts)

Part 1 (Paper): 20% of final grade

Students will be assigned a fictitious client to arrange services for. Based on the assigned sample client, students will determine at least 5 services from which this client potentially would benefit from accessing, including at least one county, one state, and one federal-level service. Students will determine what information is needed in order to apply for these services, and find the appropriate applications. The paper is to be 4-6 pages (excluding applications), and will address for each resource found, at a minimum: what these services provide, how accessing these services may help the client meet his or her treatment goals, and if there are any barriers or limitations associated with this service. Students will note ways in which client readiness will play a role in accessing services and will consider clinical issues that may arise.

Part 2 (Presentation): 10% of final grade

Students will record a 3 to 5-minute role play with a classmate or willing friend/family member who will assume the role of the assigned client. Students will discuss with the “client” one of the services the client may access and the steps for moving forward should the client choose to pursue this and alternatives should the client choose not to. Students will be graded on their ability to:

1. Provide an overview of the service/resource found and suggest how it might help the client meet his or her needs;
2. Seek to motivate the client to take advantage of available services while also promoting self-determination;
3. Support clients during the process, including addressing questions as they arise;
4. Conclude the meeting with a plan for moving forward.

(Sample) Client is a 34-year-old African-American male who is being released to a homeless shelter after a four-year prison sentence for charges related to drug dealing. Client has a history of cocaine use and has been diagnosed with bipolar disorder; client has taken psychotropic medication intermittently throughout his adult life but was not receiving medication while incarcerated. Client does not have employment at this time but received his forklift certificate while incarcerated. Client dropped out of high school in the 11th grade but received his GED while incarcerated. Client does not have health insurance. Client reports his main worry is his elderly mother, who has custody of his 10-year-old daughter, and is in failing health.

(Sample) Client is a 56-year-old Caucasian woman with a history of debilitating back pain that resulted from a motor vehicle accident when she was in her 40s. Client developed an addiction to opioids after having been prescribed Oxycodone by her doctor. Like others she has met she hasn't “made the jump” to heroin, but the cost of her painkillers – sometimes purchased legally, sometimes illegally – has her reconsidering. Client reports not wanting to use the drugs at all anymore, but she doesn't know what to do about the pain. Client has tried working intermittently in retail jobs since the accident, but reports it's “not likely” she'll maintain employment unless some “major, major changes” occur with her back pain. Client has a high school diploma. She

currently lives in a two-bedroom apartment with her widowed sister, who is age 52. Client says her sister covers most of the rent but isn't happy about the arrangement.

LCADC Content Areas/Domains Covered in this Course

C301: Community Resources (18 hours)

1. Formulate and discuss diagnostic assessment and recommendations with the client and concerned others to initiate an individualized treatment plan that incorporates client's strengths, needs, abilities, and preferences.
2. Match client needs with community resources to facilitate positive client outcomes.
3. Communicate with community resources regarding needs of the client, including Recovery Oriented Systems of Care.
4. Develop a plan with the client to strengthen ongoing recovery outside of primary treatment.
5. Utilize multiple pathways of recovery in treatment planning and referral
6. Identify community resources and maintain relationships, including the use of Peer Recovery Centers and Certified Peer Recovery Specialists
7. Match community resources with client needs by paying particular attention to cultural and lifestyle characteristics.
8. Explain to the client the necessity for referral in order to facilitate the transition to other service providers.
9. Identify self-help groups pertinent to the client's needs, including but not limited to 12 Step Groups
10. Competency 9: Understand the established diagnostic criteria for substance use disorders, and describe treatment modalities and placement criteria within the continuum of care.
11. Competency 29: Review the treatment options that are appropriate for the client's needs, characteristics, goals, and financial resources.
12. Competency 37: Use relevant assessment information to guide the treatment planning process.
13. Competency 38: Explain assessment findings to the client and significant others.
14. Competency 39: Provide the client and significant others with clarification and additional information as needed.
15. Competency 40: Examine treatment options in collaboration with the client and significant others.
16. Competency 41: Consider the readiness of the client and significant others to participate in treatment.
17. Competency 42: Prioritize the client's needs in the order they will be addressed in treatment.
18. Competency 43: Formulate mutually agreed-on and measurable treatment goals and objectives.
19. Competency 44: Identify appropriate strategies for each treatment goal.
20. Competency 45: Coordinate treatment activities and community resources in a manner consistent with the client's diagnosis and existing placement criteria.
21. Competency 46: Develop with the client a mutually acceptable treatment plan and method for monitoring and evaluating progress.
22. Competency 47: Inform the client of confidentiality rights, program procedures that safeguard them, and the exceptions imposed by regulations.

23. Competency 48: Reassess the treatment plan at regular intervals or when indicated by changing circumstances.
24. Competency 49: Establish and maintain relationships with civic groups, agencies, other professionals, governmental entities, and the community at large to ensure appropriate referrals, identify service gaps, expand community resources, and help address unmet needs.
25. Competency 50: Continuously assess and evaluate referral resources to determine their appropriateness.
26. Competency 51: Differentiate between situations in which it is most appropriate for the client to self-refer to a resource and situations requiring counselor referral.
27. Competency 52: Arrange referrals to other professionals, agencies, community programs, or appropriate resources to meet the client's needs.
28. Competency 53: Explain in clear and specific language the necessity for, and process of, referral to increase the likelihood of client understanding and follow through.
29. Competency 54: Exchange relevant information with the agency or professional to whom the referral is being made in a manner consistent with confidentiality rules and regulations and generally accepted professional standards of care.
30. Competency 55: Evaluate the outcome of the referral.
31. Competency 61: Coordinate all treatment activities with services provided to the client by other resources.

C302: Consultation (18 hours)

1. Define consultation goals and benefits as per IC&RC.
2. Consult with supervisors, counselors, professionals, and/or other public health service providers service providers to assure comprehensive, quality care for the client.
3. Learn to present cases to other treatment team members in order to facilitate comprehensive quality care.
4. Assist other treatment team members by providing alternative input on their cases in order to develop a comprehensive, quality care for the client.
5. Interact with other health care professionals by soliciting and providing information pertinent to the client's biopsychosocial status.
6. Use ongoing assessment and collaboration with the client and concerned others to review and modify the treatment plan to address treatment needs.
7. Discuss rationale for a referral with the client.
8. Advocate for the client in areas of identified needs to facilitate continuity of care.
9. Evaluate the effectiveness of case management activities to ensure quality service coordination, including public health models such as SBIRT and Community Prevention Models.
10. Competency 8: Understand the value of an interdisciplinary approach to addiction treatment
11. Competency 13: Adapt practice to the range of treatment settings and modalities.
12. Competency 30: Apply accepted criteria for diagnosis of substance use disorders in making treatment recommendations.
13. Competency 31: Construct with the client and appropriate others an initial action plan based on client needs, client preferences, and resources available.
14. Competency 32: Based on the initial action plan, take specific steps to initiate an admission or referral and ensure follow through.
15. Competency 57: Obtain, review, and interpret all relevant screening, assessment, and initial treatment planning information.

16. Competency 58: Confirm the client's eligibility for admission and continued readiness for treatment and change.
17. Competency 60: Establish accurate treatment and recovery expectations with the client and involved significant others.
18. Competency 64: Contribute as part of a multidisciplinary treatment team.
19. Competency 66: Demonstrate respect and nonjudgmental attitudes toward clients in all contacts with community professionals and agencies.
20. Competency 67: Maintain ongoing contact with the client and involved significant others to ensure adherence to the treatment plan.
21. Competency 68: Understand and recognize stages of change and other signs of treatment progress.
22. Competency 69: Assess treatment and recovery progress, and, in consultation with the client and significant others, make appropriate changes to the treatment plan to ensure progress toward treatment goals.
23. Competency 72: Conduct continuing care, relapse prevention, and discharge planning with the client and involved significant others.

C304: HIV Positive Resources (6 hours)

1. Become knowledgeable about HIV community resources.
2. Acquire up to date knowledge of HIV & AIDS that includes a. Symptoms b. Risk Factors c. Facts vs. Myths d. Current treatment approaches
3. Develop an understanding of the basic confidentiality issues related to HIV & AIDS clients.
4. Follow-up process with referral sources
5. Advocacy techniques
6. Level of care placement criteria
7. Knowledge of symptoms of substance use disorders
8. Collaborating with outside resources and professionals
9. Preparing comprehensive and relevant documentation in a timely manner
10. Matching client's needs with resources
11. Competency 82: Promote client knowledge, skills, and attitudes consistent with the maintenance of health and prevention of HIV/AIDS, tuberculosis, sexually transmitted diseases, hepatitis C, and other infectious diseases.

C509 Consultation (6 hours)

1. Define Consultation as per the IC&RC Core Function.
2. Explain the benefits of consultation for the counselor knowledge base.
3. Identify the tasks involved when seeking consultation.
4. Utilize peers, clinical supervisors, and a multi-disciplinary team to enhance the quality of care.
5. Competency 99: Provide culturally relevant formal and informal education programs that raise awareness and support substance abuse prevention and the recovery process.
6. Competency 119: Use a range of supervisory options to process personal feelings and concerns about clients.

ACT Certificate Program

Threaded Discussion – Philosophy & Grading Rubric: General Guidelines for Participating in the Threaded Discussions

(Adopted from Rutgers University Online Learning Resources)

Threaded discussions are the way we participate in the online portion of the class, so it is important that you post thoughtful messages that move the conversation forward in some way. "Yeah, I agree," and "Me, too" are not acceptable postings and will not earn any points. After the due date for each discussion, you will be graded on your overall participation in that discussion thread.

Your posts should show that you have read the material in the text, articles, and/or materials viewed in other forms such as pod-casts or websites. You should NOT repeat what you just read or viewed; you should engage with the material using your critical thinking skills, analyzing and interpreting it, and taking the information a step further. Your posts should be grammatically clear so that everyone will understand your point. It is not a formal writing forum, but it is not Facebook either.

Students' individual grades will be provided in Canvas and/or the gradebook. Students will not receive grades for all posts but should expect to receive a grade with each threaded discussion.

ACT Online Protocol

The following protocol is designed to create an online learning environment that respects individual difference and our academic environment while creating space for vibrant, productive dialogue.

Students will actively participate and complete all assigned work according to the course timeline and instructions. Active participation is demonstrated through multiple postings in a given week. Initial postings are completed early in the week and follow up posts are timely.

Posts should demonstrate the ability to relate concepts to professional and, where appropriate, personal experiences.

Students will conduct themselves in a manner that facilitates learning in the online environment. Discussion with varying views is encouraged – lack of respect for fellow students is not. Deliberately hostile, insulting, inflammatory, obscene, threatening, harassing or otherwise offensive messages, postings, pictures, or other forms of communication are unprofessional and will result in loss of credit for assignment.

Students will use standard English, as this is an academic exercise, not texting or Facebook. Students should record thoughts in a concise, coherent, and accurate way. Students are encouraged to adopt a format that is consistent with expectations of academic assignments and/or recording of case notes.

Students may not discuss private issues about the course via the threaded discussions. Questions and concerns about the course content, assignments, due dates, etc. should be posted in the appropriate e-College forum. For private course issues such as grades, contact the instructor directly and privately.

Students are responsible for their own learning. If a participant is unable to login, receive emails, access lessons and/or complete assignments, contact the Canvas helpdesk.

Students may not engage in plagiarism. Submitting all or part of another’s work as one’s own in an academic exercise, including unauthorized collaboration with other participants, is not allowed. Quotes with appropriate references and original interpretations are acceptable and encouraged.

Threaded Discussion Grading Rubric									
Score of 10	9	8	7	6	5	4	3	2	1
<p>Student responds to each discussion thread question/presentation/report with an original response. When applicable, student responds to every question posed about own presentation or report, as well as to multiple classmates’ comments during the designated period. Responses are distributed across discussion period. All online protocols are followed.</p> <p>-----</p> <p>Student demonstrates excellence in grasping key concepts, critiques work of others, stimulates discussion, provides sample citations for support of opinions, and readily offers new interpretations of discussion material</p>	<p>Student responds to each discussion thread question/presentation/report with an original response. When applicable, student responds to every question posed about own presentation or report, as well as to some classmates’ comments during the designated period. Posts are distributed throughout the discussion period. Most online protocols are followed.</p> <p>-----</p> <p>Student shows evidence of understanding major concepts, occasionally offers divergent viewpoint or challenge, shows some academic/theoretical backing in support for opinions.</p>	<p>Student responds to some discussion thread questions/presentations/reports with an original response. When applicable, student responds to most questions posed about own presentation or report, as well as to some classmates’ comments during the designated period. Posts are distributed one or two times during the discussion period. Some online protocols are followed.</p> <p>-----</p> <p>Students provides evidence of understanding most but not all major concepts, infrequently will offer a divergent viewpoint or challenge, shows limited academic/theoretical backing in support for opinions.</p>	<p>Student responds to a few, but not all discussion thread questions/presentations/reports with an original response. When applicable, student responds to some questions posed about own presentation or report, as well as to a few classmates’ comments during the designated period. Posts are distributed one or two times during the discussion period. Few online protocols are followed.</p> <p>-----</p> <p>Student has shallow grasp of the material, rarely takes a stand on issues, and offers inadequate levels of academic/theoretical backing in support for opinions.</p>	<p>Student responds to one or two discussion thread questions/presentations/reports with an original response. When applicable, student responds to very few questions posed about own presentation or report, as well as to a few classmates’ comments. Student posts one time in a designated discussion period. Very few online protocols are followed OR posts create a negative learning environment.</p> <p>-----</p> <p>Student shows very limited or no significant understanding of material, and offers no support for opinions.</p> <p>No posts = 0 points!</p>					

ADDITIONAL ASSIGNMENT DIRECTIONS AND GRADING RUBRICS

For ALL assignments, utilize the following Critical Thinking Standards to guide your work.

Critical Thinking Standard	Description	Questions to check you critical thinking skills
Relevance	Are all of my statements relevant to the question at hand? Does what I'm saying connect to my central point?	How does this relate to the issue being discussed? How does this help me deal with the issue being discussed?
Accuracy	Are all of my statements and all of my information factually correct and/or supported with evidence?	How do I know this? Is this true? How could I check on this to validate?
Precision	Are all my statements discussed in enough detail? More exact in identifying specifics in my examples?	Could I be more specific? Could I give more details?
Clarity	Do I expand on ideas, express ideas in another way, and provide examples or illustrations where appropriate?	Did I give an example Is it clear what I mean by this? Could I elaborate further?
Depth	Do I explain the reasons behind my conclusions, anticipate and answers the questions that my reasoning raises, and/or acknowledge the complexity of the issue?	Why is this so? What are some of the complexities here? What would it take for this to happen?
Breadth	Am I considering alternative points of view? Have I thought about how someone else might have interpreted the situation?	Would this look the same from the perspective of my client? Someone else? Is there another way to interpret this?
Logic	Does my line of reasoning make sense? Do my conclusions follow from the facts and/or my earlier statements?	Does what I said at the beginning fit with what I concluded at the end? Do my conclusions match the evidence?
Significance	Do my conclusions or goals represent a major issues raised by my reflection on experience?	Is this the most important issue on which to focus? Is this the most significant problem?
Fairness	Do I have vested interest in this issue? Am I sympathetic to others viewpoints?	Do I use inclusive language? Do I consider power differential?

Modified source: Paul, R. & Elder, L. (2001). *The miniature guide to critical thinking*. The Foundation for Critical Thinking, Santa Rosa: CA. www.criticalthinking.org