

OFFICIAL COURSE OUTLINE

Course Code:	COUN-1115
Short Title:	Assessment Practices
Long Title:	Assessment Practices
Prerequisites:	Understanding Substance Use (COUN-1100)
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	AD403 – Assessment Practices
Course First Offered:	September 2001

Credits:	1.0
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Course Description

This course provides learners with an understanding of current assessment models and assessment tools. Course content includes: the identification process; assessment methods and instruments, readiness to change; introduction to motivational interviewing, case management and treatment planning.

Course Goals

The learner will be able to discuss current key concepts, theories, models and assessment tools in substance use assessment practice.

Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Identify key current concepts, theories and selected assessment screening models, instrument and tools, in substance use assessment practice.
2. Describe the assessment process and the impact of Clinical Models on this process.
3. Identify different levels of assessment.
4. Identify strategies to increase validity of self-reported information.
5. Describe the main components of the Transtheoretical Model of Change.
6. Define and apply a basic Motivational Interviewing style in relation to the assessment process.
7. Define and apply principles and strategies for working with a client's decisional balance state.
8. Describe models for the effective use of case planning in a range of addiction focused social service situations.
9. Describe the treatment planning process and the importance of client direction in this process.

Course Topics/Content

- Exploration of values and impact of Clinical Models
- Helper characteristics

- Identification Process: What is it? How do we do it?
- Assessment of Substance Use: levels of assessment; selected assessment methods; strategies to increase the validity of self-reported information
- Sample Assessment Formats/Instruments: common screening tools and assessment formats
- The Assessment Process and Components of a Basic Comprehensive Assessment
- Introduction to the Transtheoretical Model of Change: stages of readiness to change; counsellor's tasks; implications of the model
- Introduction to the Basics of Motivational Interviewing: relationship to the Transtheoretical Model of Change; basic concepts; principles
- Decisional Balance: elements of a decisional balance grid; use of decisional balance grids with clients; relation to readiness for change
- Case Management Principles
- Treatment Planning Process

Text & Resource Materials

All materials will be provided in class.

Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	14

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	60%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
Total	100%

Comments on Evaluation

100% attendance in all classes.

Active contribution to small and large group discussions and activities.

Successful completion of written assignment for Substance Use Certificate

Course Grading Scheme*

JIBC1 (A to F)

JIBC2 (MAS/NMA)

JIBC3(CM/IN)

JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- Independent learning:** Show initiative by acting independently in choosing effective,
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve

efficient and appropriate applied learning, research and problem solving strategies.

- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

information; evaluate it and its sources critically, and use information effectively and ethically.