

Justice Institute of British Columbia COURSE OUTLINE

Course Code: AD403

Course Title: Assessment Practices

Prerequisite Courses: Understanding Substance Use (AD400)

School: School of Community and Social Justice

Division/Academy/Centre: Centre for Counselling and Community Safety – Counselling and Capacity Building

Previous Course Code & Title:

Course First Offered:

# of Credits:	1.0
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Course Description:

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

Course Goal(s):

Participants 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: guiding principles for developing change plans; involvement of clients in providing direction; developing effective goals; determining actions (strategies); enhancing commitment to the plan

Text and Resource Materials: Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

Required:

Recommended:

Course Level:

x	First Year	Second Year	Third Year	Fourth Year
	Graduate	Other (describe):		

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	14.0			

Comments on Delivery Methods:

Course Grading System:

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

100% attendance in all classes.

Active contribution to small and large group discussions and activities.

Successful completion of written assignment for Substance Use Certificate

Other Course Guidelines, Procedures and Comments:

This course is required for the Substance Use Certificate.

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/programs-courses/jibc-calendar/student-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, efficient and appropriate applied learning, research and problem solving strategies.

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 oneself; recognize and acknowledge the needs and emotions of others including those with diverse 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 information; evaluate it and its sources critically, and use information effectively and ethically.