BHS240 CLIENT INTERACTIONS I

Catalog Description: BHS240 CLIENT INTERACTIONS I (3-0-3)
This course introduces the techniques for assuring consistency, accountability and effectiveness for intake operations. Topics include the concept of intake, the purpose and types of assessment tools utilized for determining risk and treatment needs. Skills will be developed in conducting interviews, establishing client rapport, eliciting client information, and utilization of proper clinical tools for documentations within a treatment plan.

Prerequisite/Co-requisite: Admission /Acceptance into the Behavioral Health Support program.

Text(s): Title: Generalist Case Management A Method of Human Service Delivery, 5th Edition
Author(s): Marianne Woodside and Tricia McClam
Publish Date: 5th edition, 2018
Publisher: Cengage
ISBN: 978-1-305-94721-4

Other Required Materials: None

Purpose of Course: Client Interactions I is intended to give students insight to:
- The tools needed for a client’s intake operations
- Determine risk and treatment needs of the client
- Interviewing skills
- Relationship building with the client

This course is an introduction to the general skills and knowledge necessary when working in the behavioral health support field. This course will examine professional issues and skills related to case management and will describe the most up-to-date aspects of case management. Students will learn to define case managements, to describe many of the responsibilities that case managers assume, to discuss and illustrate the many skills that case managers need, and to describe the context in which case management occurs.
Course Objectives:
Upon successful completion of this course, students will be able to:

1. Introduction to case management
2. The case management process
3. Working within the social service delivery system

Course Content:
1. Introduction to Case Management
2. Historical Perspective on Case Management
3. Methods of Delivering Case Management Services
4. Ethical and Legal Perspectives
5. Working with Diverse Populations
6. The Assessment Phase of Case Management
7. Effective Intake Interviewing Skills
8. Service Delivery Planning
9. Building a Case File
10. Service Coordination
11. Working within the Organization Context
12. The Case Manager’s Professional Growth and Development

Connection with Health Sciences Division (HSD) Outcome Statement:
In compliance with MACC’s HSD outcomes, the student who successfully completes this course will be able to:

Outcome 1: Students will demonstrate effective written and oral communication skills through preparing and completing effective treatment plans and progress notes and developing skills in relationship building with clients.

Outcome 3: Students will think critically while systematically assessing problems, identifying issues and implementing solutions by using critical thinking to develop a plan of treatment and action steps with the client and team members.

Connection with Behavioral Health Support (BHS) Outcome Statement:
Outcome 1: Students will collaborate in the development, revisions, revision and executions of an individualized treatment plan that identifies specific, measurable, time-limited goals and interventions through demonstration of establishing effective action steps and case management skills.

Outcome 2: Students will demonstrate the skill of documentation to support client and treatment plan by documentation of client progress through well written intake assessments and progress notes.

Outcome 3: Students will demonstrate an appropriate helping response for individuals in mental health crisis and/or with suicidal ideation via demonstrating effective relationship building skills and the ability to connect the client with appropriate follow-through services.
Outcome 7: Students will effectively communicate with clients regarding internal and external resources for recovery through establishing a treatment plan and action plan that includes connection to various internal and external services.

**ASSESSMENT OF STUDENT LEARNING**

**Grade Scale:**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59 and below

**Assessment:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Earned</th>
<th>Total</th>
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<tbody>
<tr>
<td>Paper/Project</td>
<td>1 x 100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Discussions</td>
<td>15 x 30 points each</td>
<td>450 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>12 x 50 points each</td>
<td>600 points</td>
</tr>
<tr>
<td>Short Answer/Assignment</td>
<td>8 x 50 points each</td>
<td>400 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1 x 100 points</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,650 points</strong></td>
</tr>
</tbody>
</table>

The following grade scale will be used to calculate your final grade:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Earned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1,485 – 1,650</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>1,320 – 1,484</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>1,155 – 1,319</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>990 – 1,154</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>0 - 989</td>
<td>0 – 59%</td>
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**Expected Study Time Commitments:**

Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

**Description of Assignment(s)/Project(s):**

1. **Discussions**
   - There will be 15 **discussions**, each worth 30 points. Participation in discussions will be evaluated this way: you must make a **meaningful contribution** (see the Discussion Rubric) to each discussion topic (20 points) and respond in similar fashion to **at least two** of your classmate’s posts (10 points). **When you do both within the due date deadlines, you may earn 30 points per discussion.** The discussion topic will be discussed during class period on Wednesdays, following your initial discussion post. The peer responses will be due following class time on Wednesday.

- The Discussion Rubric (grading guidelines) can be found in Canvas under
the Modules – Course Resources.

2. Quizzes/Final Exam

- Quizzes will cover assigned textbook readings and possibly any additional material covered.

- There will be 12 quizzes in the semester. The quizzes will be worth 50 points each. You will have 60 minutes to complete each quiz.

- The final exam will be comprehensive for knowledge. The final exam will be worth 100 points.

3. Short Answer/Assignments

- There will be 8 short answer or essay assignments worth 50 points each. These assignments involve questions that encourage students to explore a particular topic from the reading more in depth. Students will be asked to respond to a particular case scenario or a set of questions. This response should be thorough, indicating your depth of knowledge on this given topic. A grading rubric can be found in Canvas under the Modules-Course Resources.

4. Paper/Project

- There will be a 100-point paper/project that you will need to complete. There will be a rubric and detailed requirements in Canvas under the Modules-Course Resources.

INSTRUCTOR POLICIES

Tardiness:
Make-up and late work:
Extra-credit work:

Schedule of Student Assignments/Activities:

This course will have weekly assignments based on the chapters of the book and the objectives that have been established. There will be a class discussion on-line through canvas weekly.

COLLEGE POLICIES

Attendance:

Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid. MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s
attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

**16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

**8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

**4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

**Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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</table>
| Hybrid Course  | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  • Completion of quizzes or exams during class meetings and online  
  • Submission of assignments during class meetings and online  
  • Participation in discussions during class meetings and online |
| Online Course  | Active participation in an online course includes the following:  
  • Completion of quizzes or exams  
  • Submission of assignments  
  • Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)
Academic Dishonesty:

MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

Student Email:

MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement:

Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

Title IX Statement:

MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy or contact Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or cheryll@macc.edu.