



Make a Difference in Six Weeks! *Customizing Treatment Plans to Fit Client Needs*



This 6-module online course seeks to "marry" the process of assessment and treatment planning to help providers transform required "paperwork" into clinically useful information. This online course was designed for:

- Addiction counselors, clinical supervisors, and program managers.
- Regardless of assessment tools or formats used, anyone who completes assessments or treatment plans can benefit from this training.

Instructor Information

Pat Stilen, LCSW is the Director of the Mid-America ATTC, holds a Bachelors and Masters Degree in Social Work, and is a licensed clinical social worker with over 25 years experience in the addiction treatment field. Stilen is primary author on the classroom version of the *NIDA/SAMHSA Blending Initiative, Treatment Planning M.A.T.R.S.: Utilizing the Addiction Severity Index (ASI) to Make Required Data Collection Useful (2007)*.

Summer 2010 Course Schedules

	<u>Module</u>	<u>Week</u>			<u>Module</u>	<u>Week</u>
Session 1	1	Jun 14 — Jun 20	Registration Fee \$40 To download Registration Form: http://www.attcnetwork.org/midamerica	Session 2	1	Aug 09 — Aug 15
	2	Jun 21 — Jun 27			2	Aug 16 — Aug 22
	3	Jun 28 — Jul 04			3	Aug 23 — Aug 29
	4	Jul 05 — Jul 11			4	Aug 30 — Sep 05
	5	Jul 12 — Jul 18			5	Sep 06 — Sep 12
	6	Jul 19 — Jul 25			6	Sep 13 — Sept 19

Course Requirements

The course is comprised of six modules and requires the online learner complete an entire module each week for six consecutive weeks. As a general rule, it should take about 1.5 to 2 hours each week to read material, work on assignments, participate in online discussion and complete brief self-evaluation quizzes.

Certificates for 12 contact hours will be issued when the following course requirements have been met.

1. **Course Pre-requisite:** Submit one example treatment plan you have written prior to first day of online class to Instructor, Pat Stilen, stilenp@umkc.edu or Fax 816-482-1101. Example plans are used for instructional purposes only and will be destroyed upon course completion.
2. Completion of each Module's Reading and Application assignments.
3. Responses to each Module's Discussion Questions
4. Completion of each Module Quiz for Self-Evaluation
5. Submission/posting of the final revised treatment plan, rationale for changes, and a documentation sample at the conclusion of Module 6.

Differences in Online vs. Classroom Formats

If you are new to online learning, there are some important differences in an online course unrelated to technology:

- You as the learner will be in control of and responsible for your learning to a greater degree than in a classroom.
- Anything that is “said” in the class is in the form of text. This means learners *choose* when to “listen” and “speak.” They can also print or save anything that has been “said” for later use.
- Unlike regular classrooms where time allows for only a few participants to comment or respond to questions, *all* learners in an online class respond to each question. Although you will be asked to read only two of your classmates’ comments each week, the insights and experience of *all classmates* are available to you.
- In an online classroom there is *always* enough time for you to ask questions of the instructors and of other classmates. Responses may take a little longer, however, up to 48 hours (unless it’s an emergency).
- There is also more time and opportunity for learners to prepare responses, to exchange ideas, to assimilate new learning, and to practice and apply new learning in real-life settings than is possible in one or two-day classroom trainings.

6-Module Summary — Customizing Treatment Plans to Fit Client Needs

Module 1 - allows time for participants to become familiar with each other, the course, location of course materials, and online procedures. We will introduce ourselves, review the *Treatment Planning M.A.T.R.S. Checklist*, examine the *Stages of Change*, and reflect on our own stage of readiness to change how we write treatment plans.

Module 2 - reviews the *What, Who, When, and How* of treatment planning. We will also take a close look at the Addiction Severity Index, the range of assessment information it provides, and how it fits into the treatment planning process. Assigned peer-partners will provide feedback as you develop problem statements and goals.

Module 3 - begins with a review of the Biopsychosocial Model. Readings trace how historical developments in the treatment field have changed the way we write treatment plans. We then briefly examine treatment plan components. You will also have a chance to focus on your own skill development.

Module 4 - examines Maslow's *Hierarchy of Needs* and begins an exploration of the mechanics of building a treatment plan that M.A.T.R.S.

Module 5 - continues the exploration of the mechanics of building a treatment plan that M.A.T.R.S. Assigned peer-partners will provide feedback as you post the objective and intervention statements corresponding to the problem statements and goals of Module 4.

Module 6 - examines basic guidelines for ongoing documentation (case or progress notes) and their relationship to the treatment plan. Final projects and evaluations will be due to complete the course.

What is NOT covered in this course

- Administering, scoring and other specifics of the Addiction Severity Index.
- Administering other standardized screening/assessment tools.

Registration Information / Technical Assistance



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Questions? Doris Rogers (816) 482-1100 rogersdm@umkc.edu