



# Independent Study | in Idaho

**PSYC 582 Client  
Screening,  
Assessment, and  
Placement**

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Independent  
Study | in **Idaho**

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**PSYCHOLOGY 582**  
**Client Screening, Assessment, and Placement**  
**University of Idaho**  
**Three Semester-Hour Credits**

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## PSYC 582 Client Screening, Assessment, and Placement

### 3 Semester-Hour Credits: U of I

#### **Welcome!**

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course, including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

#### **Policies and Procedures**

Refer to the ISI website at [www.uidaho.edu/isi](http://www.uidaho.edu/isi) and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

#### **Course Description**

This course is designed to provide a comprehensive overview of substance abuse screening and assessment. This includes information related to interviewing techniques, substance abuse diagnosis, testing instruments, client placement, and issues or problems that influence the assessment environment. Additional projects/assignments required for graduate credit. University of Idaho students: Joint-listed with PSYC 582.

Prerequisite for 482: PSYC 101 and PSYC 478 or Counseling Techniques or faculty permission

Prerequisite for 582: PSYC 578

#### **Instructor's Preferred Prerequisites**

##### **Prerequisite classes:**

It is assumed the student is taking (or has taken) other courses at the graduate level.

Introduction to Chemical Addictions	400 level or above
Pharmacology of Psychoactive Drugs	400 level or above
Pharmacology of Psychoactive Drugs	400 level or above
Individual Counseling Techniques course	400 level or above
Group Counseling Techniques course	400 level or above (May be substituted with multiple appropriately related classes).

#### **Students must have also completed with a B or better the following Psychology Courses at the 300 level or above**

Abnormal Psychology / Psychopathology

Personality

Developmental Psychology

#### ***15 graded assignments, 1 term paper, 2 exams. Available online only.***

Assignments and exams must be submitted consecutively, in the order outlined in the course; therefore, it depends on where you are in the course as to when specific items are due, including topic assignments and

exams. Other than that, there is no limit on the number of assignments that can be submitted per week. *An instructor may take up to three weeks to grade so plan accordingly to meet personal deadlines.*

ALL assignments and exams must be submitted to receive a final grade for the course.

## **Required Course Materials**

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For this class you will need to review, purchase or access the following materials.

1. DSM V: Can be purchased through Amazon for \$95 or much cheaper on eBay.
2. A good research methods book that discusses aspects of reliability and validity in detail.
3. Treatment Improvement Protocol (TIP) Manuals: These manuals can be viewed or downloaded from the following website: <https://www.ncbi.nlm.nih.gov/books/NBK82999/>
  - TIP 7: Screening and Assessment for Alcohol and Other Drug Abuse Among Adults in the Criminal Justice System [Treatment Improvement Protocol (TIP) Series #7].
  - TIP 9: Assessment and Treatment of Patients with Coexisting Mental Illnesses and Alcohol and Other Drug Abuse [Treatment Improvement Protocol (TIP) Series #9].
  - TIP 11: Simple Screening Instruments for Outreach for Alcohol and Other Drug Abuse and Infectious Diseases <https://www.ncbi.nlm.nih.gov/books/NBK64621/> [Treatment Improvement Protocol (TIP) Series #11].
  - TIP 13: The Role and Current Status of Patient Placement Criteria in the Treatment of Substance Use Disorders. [Treatment Improvement Protocol (TIP) Series #13].
  - TIP 16: Alcohol and Other Drug Screening of Hospitalized Trauma Patients. [Treatment Improvement Protocol (TIP) Series #16].
  - TIP 31: Screening and Assessing Adolescents for Substance Use Disorders [Treatment Improvement Protocol (TIP) Series #31].
  - TIP 42: Substance Abuse Treatment for Persons with Co-Occurring Disorders. [Treatment Improvement Protocol (TIP) Series, No. 42.]

ASAM PPC-2 Revised (2nd Edition - American Society for Addictive Medicine: You can purchase by calling the ASAM Publication's Distribution Center to order: @ 1-800-844-8948. There is also a third edition but is more difficult to use. However, you will need it in the future. This book can be purchased through Amazon.com.

Screening, Brief Intervention, and Referral to Treatment (SBIRT) Materials

<https://www.integration.samhsa.gov/clinical-practice/sbirt>

GAIN Instrument:

## **Optional Readings**

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National Institute on Alcohol Abuse and Alcoholism. Assessing Alcohol Problems: A Guide for Clinicians and Researchers (Treatment Handbook Series 4).

Other web readings are found in specific topic sections.

## **Videos**

You will be required to watch a variety of videos on various topics.

## **Course Delivery**

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All ISI courses are delivered through Canvas, an online management system that hosts the course lessons and assignments, and other items that are essential to the course. Upon registration, the student will receive a *Registration Confirmation Email* with information on how to access ISI courses online.

## **Course Introduction**

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This graduate course is designed to provide a comprehensive overview of substance abuse screening, assessment and placement of addiction's and dual disorder (co-occurring disorder) clients. This overview includes information related to the diagnosis of substance abuse; information related to particular testing instruments (including the reliability and validity of some instruments); issues and problems that may occur within the testing environment; and issues that may influence the outcome of particular screening and assessment instruments.

Finally, the course discusses the differences between screening and assessment tools/instruments, how to determine the severity of substance use/abuse, and placement of clients within particular treatment modalities. The class also reviews aspects related to types of treatment modalities needed (detox, medical detox, outpatient treatment, inpatient treatment, etc.).

Click on Topics in Canvas to find lesson overviews, readings, and other information about each topic. It is the same information provided in this Course Guide.

Click on Assignments in Canvas to find the assignments and exams. Assignments are designed to make you think about a topic.

Due Dates: There is a certain order for when assignments, exams, movie reviews are due. Look at the order topics and assignments are presented in Canvas. **THIS IS YOUR RESPONSIBILITY.** Generally, work 10 hours per week or more on the class. Consider it lecture and some study time, but at your convenience.

All exams will be posted in Blackboard Learn. They are open book and note. However, they are stimulating and will take time to complete.

7. Blackboard Learn. All exams and access to materials and various presentations I provide will be through Blackboard Learn. Note that BBL is usually updated on Friday evenings, so do not attempt to submit materials or take your exam during that time.

## **Lessons**

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### Assignments/Papers:

You will be required to complete several brief papers related to assignments you will encounter throughout the course. **NO MATERIAL MAY BE CUT AND PASTED FROM THE WEB.** The assignments can be found under the assignments section and will be submitted through BBL.

### Practice Interviews:

You will be required to conduct practice interviews with three individuals you may know. These individuals should not be suffering from any type of substance abuse, mental disorder, or other clinical disorder. They should be friends you know or other students taking the course. If you are working in a treatment facility already, you may use clients for these interviews if, you are directly supervised by a clinical supervisor. Once

completed, you will write a narrative of the assessment, develop a diagnosis, and supporting documents for referral to a particular mode of treatment.

**Study Hints:**

- Keep a copy of every assignment submitted.
- Complete all reading assignments.
- Set a schedule allowing for course completion one month before your personal deadline.
- Web pages and URL links in the World Wide Web are continuously changing. Contact your instructor if you find a broken Web page or URL.
- Although this class may not be a difficult as some others, it requires a lot of work and integration of concepts. To get through this class in a reasonable time, you must be dedicated to get the assignments completed. Do not procrastinate or you will rapidly fall behind.

Refer to the *Course Rules* in Canvas for further details on assignment requirements and submission.

**Exams**

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- You must wait for grades and comments on assignments before taking subsequent exams.
- For your instructor's exam guidelines, refer to the *Course Rules* in Canvas.
- There will be one mid semester exam. It will be essay and submitted through BBL. 100 points.
- Comprehensive Take Home Exam. You will be given a comprehensive take-home exam that assesses your ability to screen, assess, diagnose and place a particular client in treatment. The exam will be open book, open note, and open person. You can use any information you wish to help you, but if you use other individuals' information, you will need to cite that information correctly. 150 points

**Total Points for Exams 300 Points**

**Grading**

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Grading/Evaluation/Proficiency: There will be several requirements for this course.

At a minimum, all grades will be based on the following scale:

- >90%=A
- >80%=B
- >70%=C
- >60%=D
- <60%=F

<b>Assignments</b>	<b>Points</b>
Assignment 1: Case Study	30
Assignment 2: Reliability and Validity	40
Assignment 3: Clinical Skills	40
Assignment 4: Special Issues that Occur with SA Clients	35
Assignment 5: Issues Related to Collecting Information from Clients	50
Assignment 6: Collecting Collateral Information	30
Assignment 7: Screening SA and COD Clients	25
Assignment 8: Assessment Instruments and Interviewing Practice	25
Assignment 9: Data Interpretation and Client Diagnosis	40



Assignment 10: Client Placement	50
Assignment 11: Clients with Co-Occurring Disorders	25
Assignment 12: Treatment Planning	30
Assignment 13 Stage of Change	30
Assignment 14: Introduction to GAIN	25
Assignment 15: SBIRT	25
Assignment 16: Term Paper	100
<b>Total Assignments</b>	<b>600</b>

<b>Exams</b>	<b>Points</b>
Midterm	100
Comprehensive Exam - Take Home with Essay Questions	220
Narrative for the Judge to Accompany Question #4 of the Final	80
<b>Total Exams</b>	<b>400</b>
<b>Total Points for Course - Assignments plus Exams</b>	<b>1000</b>

The final course grade is issued after all assignments and exams have been graded.

**Cheating and Plagiarism:**

If you cheat or plagiarize someone else's materials and I catch you, you will receive an F grade in the class and be referred to the University Judicial Council. Copying and pasting material from the web and not citing that information is considered plagiarism. BBL also has plagiarism checking capabilities. All materials are scanned for plagiarism by software in BBL. Submit your own work and do not even consider cheating in this class.

**University Disability Support Services**

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. "Students with disabilities needing accommodations to fully participate in this class should contact the Center for Disability Access and Resources (CDAR). All accommodations must be approved through CDAR prior to being implemented. To learn more about the accommodation process, visit CDAR's website at [www.uidaho.edu/cdar](http://www.uidaho.edu/cdar) or call 208-885-6307.

**About the Course Developer**

Dr. Meier became a faculty member in 1987. With a specialization in Applied Behavior Analysis, physiology, and addictive behavior, he was instrumental in developing the Psychology Department Addiction's program, later to become the U of I Psychology Addiction's Minor. He further was actively involved in developing the Idaho Student of Addictions Studies curriculum with other Idaho Universities. Simultaneously, he was actively engaged in creating interventions in high-risk populations with the Idaho Department of Health to address the HIV/AIDS epidemic in its early years.

With Sallie Gordon and Richard Reardon (Department Chairs), Dr. Meier helped expand the department's presence and Psychology major in Coeur d' Alene. Further, after receiving a grant from the State Board of Education and in collaboration with Richard Reardon, developed one of the first online distance learning majors at the University of Idaho that continues today. He then created a 2+2 program to create a seamless transfer program for Psychology majors attending community colleges across Idaho. Over his career, Dr.

Meier received over three million dollars in grants and contracts. His mentees include eight practicing physicians, nine Ph.D. Clinical/Counseling Psychologists, and three Physical Therapists. He also received seven awards as a mentor for U of I Alumni Award for Excellence winners. Finally, he is a veteran, 25-year scout leader, 26-year ski patroller, and currently at the national level with the Benevolent and Protective Order of Elks.

Dr. Meier continues to consult with physicians and attorneys in the area of substance abuse and high-risk behavior. His current interests focus on addressing issues associated with vaping.

### **Contacting Your Instructor**

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Instructor contact information is posted on your Canvas site under *Course Rules*.

## Topic 1

### What is Substance Abuse? What is Substance Dependence?

#### **Overview**

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A variety of models and criteria are used to determine substance use, intoxication, abuse, and dependence. For example, depending on the position you take, using heroin once is enough to consider you a substance abuser. In contrast, other models consider you an abuser only when the substance causes a problem in your life. While each model has its proponents, one model that has developed specific objective criteria that differentiates between use, abuse, and dependence is the DSM V. This section will examine variables that differentiate between these levels of use.

#### **Goals**

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This section is designed to expose you to diagnostic background information related to substance use, abuse, and dependence. It is also designed to expose you to various diagnostic criteria in the DSM V.

#### **Objectives**

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In this section, you will learn about the use of the DSM V, definitions of mental disorders, issues related to ICD-10 codes, and other aspects. You will also review the DSM-V classification codes related to mental disorders and specifically differentiating between substance use, intoxication, abuse, and dependence. Finally, you will examine the criteria related to specific compounds that individuals may use.

#### **Outcomes**

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1. To learn about the diagnostic criteria found in the DSM V.
2. To learn to differentiate between substance use, abuse and dependence.

#### **Knowledge, Skills, and Abilities (KSAs)**

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3. Describe the behavioral, psychological, physical health, and social effects of psychoactive drugs, including alcohol and tobacco, on the consumer and significant others.
4. Recognize the potential for substance abuse disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance abuse.
8. Appreciate the value of an interdisciplinary approach to addiction treatment.
9. Understand the established diagnostic criteria for substance dependence and abuse and describe treatment modalities and placement criteria within the care continuum.
18. Understand diverse cultures and incorporate the relevant needs of culturally diverse groups, as well as people with disabilities, into clinical practice.
34. Analyze and interpret the data to determine treatment recommendations.
102. Describe warning signs, symptoms, and the course of substance use disorders.

## Tasks

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**Task 1:** If you are familiar with the DSM system, go to Task 2. **If you are unfamiliar** with the DSM system, you need to get a copy of the DSM IV-TR and review the following sections.

- a. **Introduction Section:** Within the introduction section, note the general information related to the process of developing the diagnostic criteria. Note the process of incorporating the DSM criteria with the ICD-10 criteria. The general codes are listed on pages 793-850, along with information related to specific culture-bound syndromes.
- b. **Pages 1-24:** Pay special attention to the use of diagnostic codes, severity and course specifiers, frequently used criteria, for substance-induced disorders and general information. On pages 5-25. Pay special attention to the use of diagnostic codes, severity and course specifiers, frequently used criteria, criteria for substance-induced disorders and general information. also look at the materials for the DSM in the course materials section.
- c. **Pages 25-36:** This section relates to multiaxial assessment. Note that a person may not be diagnosed on all of the axes or may be diagnosed in all. Pay special attention to the Axis IV (Psychosocial and Environmental Problems) and Axis V (Global Assessment of (Functioning)). These are very important while assessing and diagnosing substance abusers using this model. Finally, review the report forms for appropriate examples to report using the various Axis and Non-axial formats.
- d. **Pages 175-194:** Note the Specifiers and Course Specifiers that are associated with substance dependence and essential variables that indicate substance dependence. Then review the criteria for substance dependence with, and without physical dependence. Then examine the sections on substance abuse. Note the differences between substance abuse and dependence. Upon completion, examine the sections on substance intoxication and substance withdrawal. Note the features of each aspect. Then review the features associated with each diagnostic category; including recording procedures, age, gender, and cultural features, familial patterns, and differential diagnosis. Finally, examine substance-induced mental disorders included elsewhere in the manual. Note the number and the types of disorders. These are not commonly discussed within the course of a substance abuse/dependence diagnosis.

### Task 2:

- a. Read the following pages in the DSM V. Introduction, 815, ,733--760 Within the introduction section note the general information related to the process of developing the diagnostic criteria. Especially that Axis I, II, and III are now combined. Note the process of incorporating the DSM criteria with the ICD-11 criteria. Additional information relating to caffeine is provided on pages 792-795.
- b. Read pages 481-587. These pages describe the most common substance abuse disorders. Note the similarities across the different compounds. What are the criteria included for intoxication vs. abuse vs. dependence? Again, note the features associated with each compound, patterns of use, etc. Finally, note the criteria for withdrawal. How are they similar or different?
- c. Once you have completed the readings, complete assignment 1 found in the Assignment's Section.

## Assignment 1: Case Study (30 points)

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Pick any substance of abuse and develop a case study describing a client or making up a client. Include in your discussion aspects of the client's history, culture, and other aspects you believe would be relevant to a diagnosis. Then develop a diagnosis of this client using the DSM V criteria. Make sure you include all relevant diagnostic attributes. Finally, describe why you included each attribute. Be thorough and complete.