Hill College
112 Lamar Drive
Hillsboro, Texas 76645

COURSE SYLLABUS

Course Prefix and Number          Course Title

DAAC 1309                        Assessment Skill of Alcohol and Other Drug Addictions

Hill College is committed to the principal of equal opportunity in education and employment. The college does not discriminate against individuals on the basis of age, race, color, religion, sex, national origin, disability, or veteran status in the administration of its educational programs, activities, or employment policies.

Catalog Description:
DAAC 1309 Assessment Skill of Alcohol and Other Drug Addictions

Examines procedures and tools used to identify and assess a client’s strengths, weaknesses, problems and needs.

End-of-Course Outcomes: Identify ethical issues and client rights; explain the purpose of current assessment tools/instruments; demonstrate use of tools/instruments; and develop an appropriate treatment plan for the client.

Lecture Hours: 3  Lab Hours: 0  Semester Credit Hours: 3

Prerequisites: None

Introduction and Purpose:
The purpose of this course is to provide students with the necessary information to recognize and address various substance abuse disorders across a spectrum of treatment options and in various settings using various assessment/screening instruments. This information is beneficial in all counseling settings and for any individual who may work in a position of direct service provision.

This course is one of the required courses in the Chemical Dependency Correctional Counseling. Successful completion of this program will meet the educational requirements needed to qualify a student for application of a Counselor Intern status with the Texas Commission of Alcohol and Drug Abuse. The Counselor Intern status is considered an entry level qualification into the drug and alcohol counseling field in the correctional system. Upon successful completion of class work, 300 hours of approved supervised field work practicum (140.405 Requirements for Counselor Intern Registration), and 4,000 hours supervised intern ship, the Intern is eligible to apply for Licensure as a Chemical Dependency Counselor (LCDC).
Instructional Materials:


Supplies: Note taking materials.

Objectives/Student Learning Outcomes:
SCANS are a list of skills developed by the Department of Labor to insure students are trained on necessary skills required by industry. Each objective listed relates to one or more of these skill standards. The translation for these standards is attached to the end of this syllabus.

THIS COURSE IS AN OVERVIEW: THE STUDENT WILL BE RESPONSIBLE FOR READING AND RESEARCHING, IN DEPTH, THE SUBJECTS SURVEYED THROUGH ON-GOING CONTINUING EDUCATION

Upon successful completion of this course, Counseling Theories, the student will:
A. Compare, contrast, and integrate major approaches to treatment. (F1-2, 5-13; C1, 3, 5-8,15,18-20)
B. Explain and define techniques to assist clients in exploring the ramifications of their behavior/problems. (F1-2, 5-13; C1, 3, 5-8, 15, 18-20)
C. Demonstrate an understanding of the need to individualize the counseling modality in accordance with culture, gender, lifestyle, and problem differences. (F1-2, 5-13; C1, 3, 5-8, 13, 15, 18-20)

The students’ success in completing these objectives will be measured using a set of examinations and assignments described, in detail, under the section of this syllabus headed “Method of Evaluation”

Program Threads and SCANS Competencies:

The curriculum content in all Mental Health Services courses is organized around five general content areas known as program threads. They are as follows:

Program Threads: Communication  Legal and Ethical Practices  Effective Helping  Diversity  Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), the U.S.
Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment”. Representatives from education, business, labor, and government identified the five competencies that are necessary in the workplace.

Programs in the Mental Health Services Department are organized around these competencies and the tree part foundational skills that the competencies are based on. Learning activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide or in the syllabus with **C1-20 and/or F 1-17** in bold print.

Competencies **C 1-20** include:
- **Resources:** identifies, organizes, plans and allocates resources (C1-C4)
- **Information:** acquires and uses information (C5-C8)
- **Interpersonal:** works well with others (C9-C14)
- **Systems:** understands complex interrelationships (C15-C17)
- **Technology:** works with a variety of technologies (C18-C20)

Foundation competencies **F1-F17** include:
- **Basic Skills:** Reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6)
- **Thinking Skills:** thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12)
- **Personal Qualities:** displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17)

**Methods of Evaluation:**

There will be intra-semester examinations and a comprehensive final examination. Weight: Quizzes 50% Special Assignments 20% Participation-Regular Attendance 10% Final Exam 20%

**Methods of Instruction:**
This course will be taught using the traditional lecture with a question and answer period daily. Audio-visual materials and computer based technology will be used when appropriate. Guest speaker(s) may be included relevant to topic. Grades are assigned on the following:

A excellent 90-100
B above average 80-89
C average 70-79
D passing 60-69
Course Outline:

Class Policies:
Regular attendance at all class meetings is expected. Disruptions in class will not be tolerated.

A. “Excused and Unexcused” absences are treated exactly the same way as far as attendance policy is concerned except that excused absences allow the student to make up work missed.
   “Excused” absences will be granted for the following reasons:
   1. Illness  2. Death in family  3. School sponsored events
   Excusing an absence for reasons other than those is the prerogative of each instructor concerned.
B. Warnings are issued after:
   1. Three (3) consecutive hours; or
   2. A total of four (4) hours absent
C. It should be remembered that absences always result in work being missed and, in spite of the best efforts from both instructor and student, this usually means the grade will suffer.
D. An “Incomplete” grade may be given only in those cases where, because of personal illness, death in the immediate family, school sponsored trips, or military orders, the student is unable to complete the final examination for a course. Prior approval of the instructor is required before the grade of “I” is recorded. A student who merely fails to show up for the final examination will receive a zero (0) for the final and “F” for the course.

All work must be completed and on time or no credit will be received.

E. Students should consult with their instructor or advisor before dropping a course. Failure to attend class is not tantamount to dropping a course.

F. You may contact me at pcrumpton@hillcollege.edu. You may leave a message for me at 254 580-5289 if you have an emergency.

Disabilities/ADA:
In accordance with the requirements of the Americans with Disabilities Act (ADA) and the regulations published by the United States Department of Justice 28 C.F.R. 35.107(a), Hill College’s designated ADA coordinator, Debra Hargrove, Vice President, Human Resources and Organizational Development, shall be responsible for coordinating the College’s efforts to comply with and carry out its responsibilities under ADA. Students with disabilities requiring physical, classroom, or testing accommodations should contact Salley Schmid, Director of Counseling, at (254) 659-
Course Requirements:
A. Regular and punctual attendance is expected of all students. Each instructor will maintain a complete record of attendance for the entire length of each course. The Hill College attendance policy will be rigorously enforced. Students will be counted absent from class meeting missed, beginning with the first official day of classes. In the case of online courses, attendance will be determined in terms of participation.

B. Turn in all assignments on time. Students will be permitted to make up class work and assignments missed due to one of the above mentioned absences. It is the student’s responsibility to inform the instructor of the reason for an absence and to do so in a timely fashion.

C. Proper classroom behavior. Disturbances in the classroom, which includes talking during class, will not be tolerated. Students disturbing the class will be requested to leave the classroom. **NO texting during class.** Anyone caught texting will have their phone taken up until the end of class.

D. Your first responsibility is scholarship. The grade you receive will be the result of your efforts, not a gift from the instructor.

E. Cheating during tests or where related to a term paper will result in the student being given an “F” for the course.

F. This course is designed to require a steady, continuous effort from the student. A crash-cram policy will not result in the best grade possible.

G. From time-to-time, special library and/or other assignments may be made to members of the class, individually, and in groups.

H. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades.

Topics and Tests: *Schedule for Chapter tests to be determined*

- **Class #1**  Introduction and orientation to class, review of syllabi
  - Ch. 1 Assessment in Counseling
- **Class #2**  Ch. 1 Assessment in Counseling
- **Class #3**  Ch. 2 Basic Assessment Principles
- **Class #4**  Ch. 2 Basic Assessment Principles
- **Class #5**  Test #1  Ch. 1-2
- **Class #6**  Quiz: Measures of Central Tendency
  - Ch. 12 Assessment and Diagnosis
- **Class #7**  Ch. 12 Assessment and Diagnosis
- **Class #8**  Ch. 12 Assessment and Diagnosis
- **Class #9**  Test #2  Ch. 12 and DSM
- **Class #10**  Ch. 5 Selecting, Administering, Scoring, and Communicating Assessment Results
- **Class #11**  Ch. 5. Selecting, Administering, Scoring, and Communicating Assessment Results
- **Class #12**  Ch. 14 Ethical and Legal Issues in Assessment
- **Class #13**  Ch. 14 Ethical and Legal Issues in Assessment
Research Papers Due
Class #14  Test #3 Ch. 5 and 14
Class #15  Ch. 15 Issues Related to Assessment with Diverse Populations
Class #16  Comprehensive Final Exam

Bibliography:


