



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

Assessment of Substance Use Disorders

DAAC_1309_0001

Dr. Ted Robles

NOTE: This is a 16-week course.

NOTE: This is a Face-to-Face course.

Course Description:

DAAC 13091 – Assessment of Substance Use Disorders

Exploration of procedures and tools used to identify substance use disorders and assess a client's problems, strengths, limitations, and resources. Semester Hours: 3 (3 lec.)

This course is an exploration of the procedures and tools used to identify and assess a client's problems, strengths, deficits, and needs and to determine if a client has a Substance Use Disorder. Emphasis will be on practical application through the development of assessment documentation, case studies, and treatment plans.

Prerequisites and/or Corequisites:

DAAC 1319 with a grade of C or better.

Course Notes and Instructor Recommendations:

DAAC 1309 is only offered in the spring semester.

Instructor Information:

Instructor Name: Dr. Ted Robles
MCC E-mail: trobles@mcclennan.edu
Office Phone Number: 254-299-8758
Office Location: CSC E 129 F
Office Hours: Monday 10:30 a.m. – 12:30 p.m.
Tuesday 1:00 - 3:00 p.m.
Wednesday 11:00 a.m. – 1:00 p.m.

Please click this URL to start or join.
<https://mcclennan.zoom.us/j/97855436171>

Or, go to <https://mcclennan.zoom.us/join>
and enter meeting ID: 978 5543 6171

Other Instruction Information: *All communication will be conducted via email. If you call my telephone number, please leave a message and follow up with an email. If you need to speak with me verbally, we can schedule a Zoom or In-Person meeting during my posted office hours.

Required Text & Materials:

Title: ***Screening, Assessment, & Treatment of Substance Use Disorders***
Author: Lena Lundgren & Ivy Krull
Publisher: Oxford University Press
ISBN: 978-0190496517

Other required readings posted in Brightspace (D2L)

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Methods of Teaching and Learning:

Methods such as lectures, discussion groups, group projects, written reports/papers, and exams will be used in this course. This list is not all-inclusive and is adaptive to fit the class's needs.

You are expected to complete the reading assignments before class so that we can use class time for discussion and learning activities.

Course Objectives and/or Competencies:

1. Explain the purpose of the current assessment tools/instruments used in substance-related and addictive disorders
2. Demonstrate use of tools/instruments
3. Develop an appropriate treatment plan for the client
4. Identify ethical issues and client rights

COURSE COMPETENCIES

1. Become familiar with the historical, theoretical, health, equity, and policy in which the research and implementation of EBPs in the treatment of SUD occur.
2. Promote the understanding, critical review, effective implementation, and adoption of evidence-based SUD identification and treatment methods among SUD specialists and other health professionals.
3. Promote the understanding of how different environmental settings affect the implementation and adoption of EBPs: Focus is on (a) organizational setting (b) staff setting (c) community setting and (d) policy setting.

Course Attendance/Participation Guidelines:

Once a student exceeds the maximum number of absences in this course, they will be withdrawn from the course. If they have previously been withdrawn from 6 courses, they must remain on the roster for this course. However, any assignments submitted or completed after exceeding the absence limit will not be accepted and the student will receive a failing grade for the course.

If a student is not in attendance in accordance with the policies/guidelines of the class as outlined in the course syllabus as of the course census date, faculty are required to drop students from their class roster prior to certifying the respective class roster. A student's financial aid will be re-evaluated accordingly and the student will only receive funding for those courses attended as of the course census date.

Before the 60% point of the semester, a student who is absent for 25% or more of a face-to-face or blended course or who misses 25% or more of assigned work for an online course will be withdrawn from the course with a grade of W. A student may also request to be withdrawn with a grade of W before the 60% point of the semester. After the 60% point of the semester, the student may request to be withdrawn if the student is passing, or be assigned the final grade earned at the end of the semester after grades have been updated to reflect missing work.

**MH/SW Department Attendance Policy
2026/SP**

In-Person Classes

Meets 2x week

- Student is present when they are physically in their chair in the classroom.
- A student is dropped from the class if they are never present in class prior to the Census Date.
- A student is withdrawn from the class once they accumulate eight (8) total absences prior to the 60% date of the semester.
- After the 60% date, students who are passing the course may be withdrawn upon their request.

Meets 1x week

- Student is present when they are physically in their chair in the classroom.
- A student is dropped from the class if they are never present in class prior to the Census Date.
- A student is withdrawn from the class once they accumulate four (4) total absences prior to the 60% date of the semester.
- After the 60% date, students who are passing the course may be withdrawn upon their request.

Fully Online Classes

Weekly units/modules

- A student is absent if they fail to complete any of the assignments in a learning unit/module.

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- A student is dropped from the class if they are absent from every unit/module prior to the Census Date.
- A student is withdrawn from the class once they accumulate four (4) total absences prior to the 60% date of the semester.
- After the 60% date, students who are passing the course may be withdrawn upon their request.

Fully Online Classes – Eight-Week Format

Weekly units/modules

- A student is absent if they fail to complete any of the assignments in a learning unit/module.
- A student is dropped from the class if they are absent from every unit/module prior to the Census Date.
- A student is withdrawn from the class once they accumulate two (2) total absences prior to the 60% date of the semester.
- After the 60% date, students who are passing the course may be withdrawn upon their request.

Blended/Blendsync Classes

Classes have one weekly synchronous meeting and weekly online assignments. Attendance is taken for both synchronous meetings and online assignments.

- A student is present if they are physically present in the synchronous meeting: either in the classroom or on Zoom (depending on the course format)
- A student is absent if they fail to complete any of the online assignments in a learning unit/module
- A student is dropped from the class if they are absent from every meeting and online assignments prior to the Census Date.
- A student is withdrawn from the class once they accumulate eight (8) total absences prior to the 60% date of the semester.
- After the 60% date, students who are passing the course may be withdrawn upon their request.

Hyflex Classes

Classes have two weekly synchronous meetings (on campus and on Zoom), and weekly online assignments. Students can choose how they would like to attend class, and different online assignments will be required depending on how the student attended that week. Attendance is taken weekly.

- A student is present if they are physically present in the synchronous meeting, either in the classroom or on Zoom, or if they complete either of the online assignments.
- A student is absent if they fail to complete any of the online assignments required of them that week, or if they do not attend either of the synchronous class meetings.
- A student is dropped from the class if they are absent from every meeting and online assignments prior to the Census Date.
- A student is withdrawn from the class once they accumulate four (4) total weekly absences prior to the 60% date of the semester.
- After the 60% date, students who are passing the course may be withdrawn upon their request.

Course Outline or Schedule:

This is a tentative schedule, and the professor reserves the right to change the schedule as needed. If this is the case, you will be made aware. IMPORTANT** All chapters should be read before the week of the lecture.**

Week 1	Orientation – Syllabus, Introductions, SAMHSA Addiction Counseling Competencies, NAADAC Code of Ethics; DSHS Code of Ethics
Week 2	Historical Background
Week 3	Theoretical Frameworks
Week 4	Current Policy and Behavioral Health System Treatment Disparities
Week 5	The Evidence Base for Screening, Brief Intervention, and Referral to Treatment & Examples of Screening and Assessment Instruments
Week 6	Exam I; Practice
Week 7	Practice; Interpretive Summary
Week 8	The Treatment Process: Motivational Techniques to Promote Treatment Entry & Use
Week 9	Practice Interpretive Summary Due
Week 10	The Treatment Process: Common Psychosocial Interventions for the Treatment of SUD
Week 11	Exam II; Practice
Week 12	The Treatment Process: Common Evidence-Based Behavioral Treatment for Co-Occurring Mental Health Issues and SUD; Treatment Plan Due
Week 13	Medication-Assisted Drug Treatment/Pharmacological Therapies
Week 14	The Treatment Process: The Evidence Base of Technology for the Treatment of SUD
Week 15	EBPs & Continuity of Care
Week 16	FINAL EXAM

Course Grading Information:

Description of Major Assignments

Treatment Plan – (100 pts.)

The student will complete a comprehensive, evidence-based treatment plan, supported by justification. The treatment plan assignment will be discussed in class.

Interpretive Summary – (100 pts.) The student will complete a comprehensive, evidence-based interpretive summary. The interpretive summary will be discussed in class.

Exams (300 pts.)

There will be three exams throughout the semester. Each exam will be worth 100 points. The exams will only cover the material discussed up to the time of the exam. The final exam will not be comprehensive.

Participation (50 pts)

Class participation is so important to me that I give points for participating. This means that the student should participate in discussions, role-play demonstrations, and exercises. I believe that participation enhances the student's learning potential. These points are at the instructor's discretion.

EVALUATION/GRADING

All assignments are expected to be typed and not handwritten. Format to be used is: Double Spaced; Font: Times New Roman; Font Size: 12pt; Margins: 1" top, bottom, left, and right. If you turn in a handwritten assignment, I will consider it not turned in, and you will receive a "0" for that assignment. All work should be submitted through the assignment upload link in Brightspace (D2L). I WILL NOT accept assignments through my email.

Letter grades will be awarded based on points earned across all assignments during this semester.

Treatment Plan	1 @ 100	100	Points
Interpretative Summary	1 @ 100	100	Points
Exams	3 @ 100	300	Points
Participation		50	Points
Total Points Possible		550	Points

Letter Grade	A	B	C	D	F
Total Points	550 – 495	494 – 440	439 – 385	384 – 330	329 or Below

Late Work, Attendance, and Make-Up Work Policies:

Students will be permitted to make up class work and assignments missed due to absences caused by (1) authorized participation in official College functions, (2) a death in the immediate family, or (3) the observance of a religious holy day. Also, the instructor has the prerogative of determining whether a student may make up work missed due to absences for other reasons. The student must inform the instructor of the reason for an absence and do so promptly.

Make-Up Test Policy

Students are expected to complete all tests at the time designated by their instructor.

- Should it be necessary to miss a test, there will be an automatic deduction of 15 points.
- Makeup tests will be completed within one week of the regularly scheduled test.
- If the test is not taken within the first week after the original test, the grade for the test will become a zero.
- Students can only make up one test per course each semester.

The faculty has the right to determine if the reason for an absence justifies not deducting points. This would only apply to unusual circumstances (wreck, hospitalization, etc.). All make-up exams will be taken through Brightspace (D2L).

Late Work

I DO NOT ACCEPT LATE WORK!!!
NO EXCEPTIONS. ALL WORK TURNED IN
AFTER THE DUE DATE WILL RECEIVE A
GRADE OF “0”.

Ethics

Cheating will not be tolerated. Any student found to be cheating will be subject to grade reduction, re-doing of assignments, and/or dismissal from the course. Examples of cheating include, but are not limited to:

- Copying the work of another student
- Seeking excused absences/tardies under false pretenses
- Plagiarism (claiming as your own work the work of another)

Student Behavioral Expectations or Conduct Policy:

In general, students are expected to maintain classroom decorum, including respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the educational opportunity. The Highlander Guide describes the rights, privileges, and obligations of students affiliated with MCC.

Courtesy and Respect

Students should demonstrate courtesy and respect to all instructors, guests, and fellow students. While honest discussion and debate of topics are expected and encouraged, such interactions should not involve aggressive, derogatory, or hostile behaviors (verbal or otherwise). The instructor reserves the right to act to protect the decorum of the learning environment and the image of MCC.

Punctuality

Being on time is vital in your career, and being on time for class helps you prepare for future jobs. In this class, two tardies count as one absence.

* [Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

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Statement of Workplace and Foundation Competencies

McLennan Community College is determined to prepare you with the knowledge and skills you need to succeed in today's dynamic work environment. Towards this end, the following workplace competencies and foundation skills have been designed into the curriculum for:

Mental Health Programs:

COMMON WORKPLACE COMPETENCIES

Manage Resources: Time / Money / Materials / Space / Staff

Exhibit Interpersonal Skills: Work on teams/ Teach others / Serve customers / Lead work teams/ Negotiate with others

Work with Information: Acquire & evaluate data / Interpret & communicate data

Apply Systems Knowledge: Work within social systems / Work within technological systems / Work within organizational systems / Monitor & correct system performance / Design & improve systems

Use Technology: Select equipment and tools

FOUNDATION SKILLS

Demonstrate Basic Skills: Arithmetic & Mathematics / Speaking / Listening

Demonstrate Thinking Skills: Creative thinking / Decision making / Problem solving / Thinking logically

Exhibit Personal Qualities: Self-esteem / Self-management / Integrity

Course Number: DAAC 1309 Course Name: Assessment of Substance Use Disorders	Relevant Competencies (Identify by Competency Number)
SCANS COMPETENCIES.	
1. Managing Resources: a. Manage time b. Manage money c. Manage materials d. Manage space e. Manage staff	a. 3, 4, 6 b. 3, 6, c. 3, 5, 6 d. 2, 3, 4, 5, 6 e. 1, 2, 3, 4, 5, 6
2. Exhibiting Interpersonal Skills: a. Work on teams b. Teach others c. Serve customers d. Lead work teams e. Negotiate with others f. Work with different cultures	a. 1, 2, 3, 4, 6 b. 1, 2, 3, 4, 5, 6 c. 1, 2 d. 2, 6 e. 2, 4, 6 f. 1, 2, 3, 4, 5, 6
3. Working with Information: a. Acquire/evaluate data b. Organize/maintain information c. Interpret/communicate data d. Process information with computers	a. 1, 2, 3, 4, 5, 6 b. 1, 2, 3, 4, 5, 6 c. 1, 2, 3, 4, 5, 6 d. 3, 4
4. Applying systems Knowledge: a. Work within social systems b. Work within technological systems c. Work within organizational systems d. Monitor/correct system performance e. Design/improve systems	a. 2, 3, 5, 6 b. 2, 3, 5, 6 c. 2, 3, 5, 6 d. 2, 3, 5, 6 e. 2, 3, 5, 6
5. Using Technology: a. Select equipment and tools b. Apply technology to specific tasks c. Maintain/troubleshoot technologies	a. 2, 3, 6 b. 2, 3, 6 c. 2, 3, 6
SCANS FOUNDATIONS.	
6. Demonstrating Basic Skills: a. Reading b. Writing c. Arithmetic/Mathematics d. Speaking e. Listening	a. 2, 3, 4, 5, 6 b. 1, 2, 3, 4, 5, 6 c. 3, 4 d. 2, 3, 4, 5, 6 e. 1, 2, 3, 4, 5, 6
7. Demonstrating Thinking Skills: a. Creative thinking b. Decision making c. Problem solving d. Thinking logically e. Seeing with the mind's eye	a. 1, 2, 3, 4, 5, 6 c. 1, 2, 3, 4, 5, 6 d. 1, 2, 3, 4, 5, 6 e. 1, 2, 3, 4, 5, 6
8. Exhibiting Personal Qualities: a. Individual responsibility b. Self-esteem c. Sociability d. Self-management e. Integrity	a. 1, 2, 3, 5, 6 b. 1, 2, 3, 4, 5, 6 c. 1, 2, 3, 5, 6 d. 1, 2, 3, 5, 6 e. 1, 2, 3, 5, 6

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ACADEMIC RESOURCES/POLICIES

Accommodations/ADA Statement:

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact Accommodations (Disability Services) as soon as possible to begin the steps for requesting accommodations. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by Accommodations (Disability Services). For additional information, please visit www.mclennan.edu/disability

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu (254)299-8122
Room 319, Student Services

Title IX:

Title IX of the Education Amendments of 1972 is a Federal civil rights law that prohibits discrimination on the basis of sex in educational programs and activities that receive Federal funds. We care about your safety and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report a Title IX incident are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Accommodations/Title IX) at (254) 299-8465.

Additionally, Title IX provides rights and protections for pregnant and newly parenting students which can include educational accommodations such as excused absences

and the opportunity to make up assignments and tests. Lactation spaces are also available on campus. Please email titleix@mclennan.edu for more information.

MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Faculty and Staff may email titleix@mclennan.edu to submit a report.

Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student may report sexual harassment anonymously by visiting <https://www.lighthouse-services.com>

Visit McLennan's Title IX webpage at <https://www.mclennan.edu/titleix/> to learn more about Title IX protections, reporting, and resources.

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to <https://calendly.com/paulannespantry-mcc/15min>.

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom. You can contact the Academic Support and Tutoring team via Zoom or email (ast@mclennan.edu) by going to our website (<https://www.mclennan.edu/academic-support-and-tutoring/>)

Success Coaching Services is here for you.

We know life can be overwhelming sometimes—and that challenges outside the classroom can impact your success inside it. That's why our Success Coaches provide personalized support to help you navigate it all.

Success Coaching is available to every MCC student, no matter where you're starting from. Whether you're looking for direction, need quick advice, or just want someone to talk to, our coaches are here to listen, celebrate your strengths, and help you move forward with confidence. At Success Coaching Services, your voice is heard, your goals matter, and your future is our focus.

To learn more or schedule an appointment, visit www.mclennan.edu/successcoaching, call 254-299-8226, or email success@mclennan.edu.

College personnel also recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources and other essential resources, we encourage you to contact the CREW - Campus Resources Education Web by calling 254-299-8561 or emailing crew@mclennan.edu.

Success Coaching Services, the CREW, and Paulanne's Pantry are located on the second floor of the Student Services building in Success Coaching Services, suite 249.

The Student Counseling Center offers confidential mental health counseling to currently enrolled students at no charge. Counselors are trained to help students with problems related to personal, social, and emotional concerns. Sessions focus on short-term goals in order to facilitate students college success and adjustment. This service is available to students in person or through Zoom.

Make an appointment to meet with a counselor by visiting the center in the Wellness & Fitness building, room 101, calling 254-299-8210, or emailing counseling@mclennan.edu.

MCC Foundation Emergency Grant Fund:

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html>

MCC Academic Integrity Statement:

Please view our [Academic Integrity statement](#) for more information about academic integrity, dishonesty, and cheating. The unauthorized use of artificial intelligence (AI) for classwork can be a violation of the College's General Conduct Policy. Whether AI is authorized in a course and the parameters in which AI can be used in a course will be outlined by each instructor.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

For online and blended/hybrid courses, students must have access to a reliable computer and internet. For more information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system go to: <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-and-StaffCommons/requirements.html>

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails. For more information about your student email account, go to www.mclennan.edu/studentemail.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication

method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](#)
- [Email Setup for Androids](#)

Forwarding Emails:

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

For more helpful information about technology at MCC, go to [MCC's Tech Support](#) or email helpdesk@mclennan.edu.

Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.