San José State University  
Department of Psychology  
PSYC 295, Substance Abuse, Human Sexuality, and Life-Span Issues for Therapists  
Spring 2013

Instructor: Erin Woodhead, Ph.D.
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Office Hours: Tuesdays and Thursdays 11:45am – 1pm and by appointment
Class Days/Time: Mondays 9:00-11:45
Classroom: DMH 308

Course Description
From Catalog: An examination of current issues in marriage and family therapy related to substance use, sexual issues, and development across the lifespan. Course will cover theories and contemporary issues in these areas with an emphasis on application in treatment.

Desire2Learn
Copies of the course materials such as the syllabus, readings, etc. may be found on the D2L website for this course (https://sjsu.desire2learn.com/). Your grades will also be posted on D2L via the gradebook.

Learning Outcomes

Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will be able to:

CLO1: Identify and understand the DSM-IV diagnoses that are relevant to substance use treatment, gender identity/sexuality issues, and issues in working with older adults (lifespan).

CLO2: Identify and explain the empirically-supported treatments in each of these areas.

CLO3: Have a basic understanding of the current issues discussed in the literature within each of these subspecialties.
CLO4: Have a basic understanding about how treatment principles are implemented within each of these subspecialties, through case discussion and video demonstrations.

CLO5: Know how to find reputable information on treatments and current research in each of these areas (substance use, gender identity/sexuality, and lifespan issues).

**Program Learning Outcomes (PLO)**

Upon successful completion of the Master of Science in Clinical Psychology program…

- **1.1:** Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention
- **1.2:** Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature
- **2.1:** Students will demonstrate effective integration and communication of clinical case material
- **2.2:** Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials
- **2.3:** Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers
- **2.4:** Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases
- **3.1:** Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches
- **4.1:** Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases
- **5.1:** Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

**Required Texts/Readings**

*Textbooks*

We will be reading excerpts from the following textbooks, all of which are available as free e-books through the SJSU library.
Substance Abuse


Life-Span Issues


Sexuality


Other Readings

Articles (posted on D2L and indicated on the syllabus):


**Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Classroom Protocol**

This is a graduate seminar, so I expect you to be attentive in class, participate in discussions, and limit other distractions. Please place cell phones on silent mode during class. If you must make or answer a call, please excuse yourself from class for such activity. Please do not browse the web during class. Most importantly, please be respectful of your classmates’ opinions, as this is a seminar course and we are likely to discuss topics for which students will have differing opinions. Also, if you discuss patient-related content in class, please be sure to protect that person’s confidentiality. Students are asked not to share these discussions outside of class.

Attendance is not required, but it is strongly encouraged. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. If you have to miss a class, please let me know ahead of time. If you have to miss a few classes, please make an appointment with me so that we can discuss your progress in the course and your reasons for not attending class.

**Recording of Class Lectures**

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
If you need/want to record my lecture, please ask me prior to class in order to obtain my consent.

If you need/want to record the class at a time when active participation of students or guests may be on the recording, permission of those students or guests also needs to be obtained.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**Assignments and Grading Policy**

This class has a total of 440 points:

1) Three Exams = 100 points each

   The three exams in this course will cover the three topical areas of the course (substance abuse, sexuality, life-span issues). They will be short answer, take-home exams. Each exam will cover the assigned reading, journal articles, and class discussion. The final exam will be for the life-span issues module and will not be cumulative. **The final take-home exam will be due by 9:30 am on Tuesday May 21st (the end of the assigned final period for this class).**

1) Research paper and presentation = 50 points each

   The final paper for this course will be a literature review of an issue of your choosing within the areas of substance abuse, sexuality, or life-span issues. The paper should be at least 8 pages (no more than 10), excluding title page and references, and should be in APA style. The assignment will be turned in via an online upload on D2L. You will also be asked to give a presentation on your paper topic at the end of the semester. Your presentation will be graded based on your preparation, presentation skills, content, and ability to engage the class in discussion around your topic.
General guidelines for the paper: You need to use legitimate references. You can use your textbooks/articles we’ve read in the course, but do not use websites. If you find a good article referred to on the web, get it, read it, and use that original source. Double space all sections of the paper (including references). Use a 12pt font only, and 1 inch margins all around the paper. This is all APA style, the use of which will be part of your paper grade. Please be sure to use the 6th edition of the APA style manual.

Late policy for the paper: Papers are due in D2L by the start of class. A paper is considered late if it is not turned in by the start of class. Papers that are 24 hours late will automatically lose 10 points. Papers that are more than 24 hours late will receive no points. The following file types are compatible with the online upload on D2L: doc, docx, and pdf. Please note that D2L has a plagiarism detection system. You will be able to see originality reports for your paper before submitting it. Please take this information seriously, as any evidence of plagiarism will lead to a score of zero on the paper.

2) Discussant = 40 points

Students will each sign up for a date to be a discussant for our assigned readings on that date. Students will be expected to type and bring 4-5 discussion questions to class based on the readings. On your assigned day, you will be expected to incorporate your discussion questions into our class lecture by raising your discussion points during class time. Time may be set aside for this, though generally it will be your responsibility to bring up your questions during relevant parts of the lecture. For each question (up to 4), you will receive 5 points for the relevance/quality of the question and 5 points for your ability to use the discussion question to facilitate conversation in class.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.
Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
SJSU Writing Center

The SJSU Writing Center is located in Suite 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center staff can be found at http://www.sjsu.edu/writingcenter/about/staff/.

Student Success and Wellness

Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/students/about_workshops_and_groups/index.html for workshop/events schedule and links to many other services on campus that support your wellness! You may go to http://events.sjsu.edu to register for any one of the workshops.

Psyc 295 / Substance Abuse, Sexuality, and Life-Span Issues, Spring 2013, Course Schedule

Note: Schedule is subject to change with fair notice – if changed, I will announce it in class and via email.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/28/13</td>
<td>Introduction, Syllabus Review</td>
<td>none</td>
<td>none</td>
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<tr>
<td>2</td>
<td>2/4/13</td>
<td>Substance Abuse: Introduction; Relapse Prevention</td>
<td>Miller &amp; Carroll Ch. 1 and 2; W &amp; M, Ch. 1 and 2</td>
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<tr>
<td>3</td>
<td>2/11/13</td>
<td>Substance Abuse: Psychological Factors</td>
<td>Miller &amp; Carroll Ch. 7, 8, and 9; W &amp; M, Ch. 3</td>
<td>Discussant:</td>
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<tr>
<td>4</td>
<td>2/18/13</td>
<td>Substance Abuse: Treatment</td>
<td>Miller &amp; Carroll Ch. 14, 17, and 18; W &amp; M, Ch. 13 and 14</td>
<td>Discussant:</td>
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<tr>
<td>5</td>
<td>2/25/13</td>
<td>Video; Section wrap-up</td>
<td>none</td>
<td>Exam 1 due at start of class</td>
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<tr>
<td>6</td>
<td>3/4/13</td>
<td>Life-Span Issues: Introduction</td>
<td>Segal Ch. 1, 2 Handbook Ch. 19</td>
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<tr>
<td>7</td>
<td>3/11/13</td>
<td>Life-Span Issues: Treatment Models and Assessment Issues</td>
<td>Segal Ch. 4, 5 Handbook Ch. 21</td>
<td>Discussant:</td>
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<tr>
<td>8</td>
<td>3/18/13</td>
<td>Life-Span Issues: Psychological Disorders</td>
<td>Segal Ch. 8, 10, 11</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td>9 &amp; 10</td>
<td>3/25/13; 4/1/13</td>
<td>SPRING BREAK (3/25) and CESAR CHAVEZ DAY (4/1)</td>
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<td>12</td>
<td>4/15/13</td>
<td>Video; Section wrap-up</td>
<td>none</td>
<td>Exam 2 due at start of class</td>
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<td>14</td>
<td>4/29/13</td>
<td>Sexuality: Gender Identity Disorders</td>
<td>Denman Ch. 8, Seidman et al., Ch. 19 20, 21</td>
<td>Discussant:</td>
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<tr>
<td>15</td>
<td>5/6/13</td>
<td>Presentations (3)</td>
<td>Hillman Ch. 3, 6, 9</td>
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<tr>
<td>16</td>
<td>5/13/13</td>
<td>Presentations (3), Section and Course Wrap-up</td>
<td></td>
<td>Final Paper Due; Exam 3 distributed</td>
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Final Exam (Sexuality): Due by Tuesday May 21st 9:30am