Course Description

This course is designed to teach students to recognize, diagnose, and treat a variety of substance abuse and addiction problems including those related to alcohol, tobacco, psychostimulants (e.g., cocaine, amphetamine), sedatives, opiates, and other types of addictions (gambling, etc.). The models presented here are in the context of the training for a master’s level clinician in a marriage and family therapy and clinical psychology program. There will be foci related to ages of dependence across the lifespan, as well as problems within the family and couples. At risk populations will be defined and support models to assist both treatment and prevention approaches will be highlighted. Models for intervention include harm reduction, community reinforcement approaches, and Multisystemic Family Therapy, as well as other adolescent treatment models. The goal of the course is to continue to highlight those approaches that can be integrated not only into a community based and recovery model but those that are consistent with evidence based practice, specifically those models that can lend toward individual case conceptualization and have data to support their efficacy in a variety of treatment settings. Finally, the legal and ethical aspects of treatment and dependence will be discussed.

Learning Outcomes

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:
CLO1: Identify and understand the DSM-5 diagnoses that are relevant to substance use disorders (SUDs), and other addictions.

CLO2: Identify and explain the empirically-supported treatments and community-based supports for SUDs.

CLO3: Have a basic understanding of the current issues discussed in the literature related to SUD diagnosis and treatment.

CLO4: Have a basic understanding about how treatment principles are implemented in addictions treatment, through lecture, case discussion and video demonstrations.

CLO5: Through an experiential exercise, understand the dynamics involved in mutual-help groups.

CLO6: Understand the basic neurobiology involved in addictions, as well as the effects of specific substances and medication treatment options.

**Program Learning Outcomes**

Upon completion of the MS in Clinical Psychology

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
This course meets PLOs 1.1, 1.2, 2.1, 4.1, and 5.1

Licensure Learning Outcomes

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LLO1: For the LPCC requirements, this course is designed to fulfill category (K): Addictions counseling, including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources.

LLO2: For the MFT requirements, this course includes instruction in substance use disorders, co-occurring disorders, addiction, and the areas of study specified in BPC Section 4980.36(d)(2)(I).

(i) Substance use disorders, co-occurring disorders, and addiction, including, but not limited to, instruction in all of the following:

(ii) Medical aspects of substance use disorders and co-occurring disorders.

(iii) Medical aspects of substance use disorders and co-occurring disorders.

(iv) Current theories of the etiology of substance abuse and addiction.

(v) The role of persons and systems that support or compound substance abuse and addiction.

(vi) Major approaches to identification, evaluation, and treatment of substance use disorders, co-occurring disorders, and addiction, including, but not limited to, best practices.

(vii) Legal aspects of substance abuse.

(viii) Populations at risk with regard to substance use disorders and co-occurring disorders.

(ix) Community resources offering screening, assessment, treatment, and follow-up for the affected person and family.

(x) Recognition of substance use disorders, co-occurring disorders, and addiction, and appropriate referral.

(xi) The prevention of substance use disorders and addiction.

LLO3: For the MFT requirements, the course also provides instruction about the effects of socioeconomic status on treatment and available resources in partial fulfillment of MFT training as required in BPC Section 4980.36(d)(2)(F).
Required Texts/Readings

Textbooks

The two required books for this class are available as free e-books through the SJSU library. You can access the books by searching for the title in the online catalog. You will be required to enter your library card information prior to reading the books online.


Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

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.

This class has a total of 390 points:

1) Three Exams = 50 points each (addresses CLO1, CLO2, CLO3, CLO4, and CLO6)

   The three exams in this course will be short answer and multiple choice exams given in class, worth 50 points each. Each exam will cover the assigned reading, journal articles, and class discussion. The final exam will not be cumulative.

2) 10 Reaction and discussion papers = 15 points each (addresses CLO2, CLO3, CLO4, and CLO6)

   For most class periods, you’ll be asked to turn in a double-spaced 1.5-2 page reaction paper to the readings. You can discuss anything you found interesting or that generated further questions for you. This write-up will be turned in on Canvas prior to the start of class and worth 10 of the 15 points. The other half of the points will be earned from your discussion in class about the readings and your reaction paper. You must contribute to discussion in order to receive the remaining 5 points for the assignment.
3) Group presentation = 50 points (addresses CLO3 and CLO4)

Each student will be part of a group that will be asked to pick a topic relevant to treatment for addiction or substance use disorders. At the end of the semester, each group will present a 45 minute presentation that should be aimed toward other health care professionals not familiar with the treatments. Therefore, your presentation should be clear, avoid use of jargon, present the research in an accessible way, and provide take home points for the audience. Your group should also prepare a handout that has relevant information from the presentation, including any resources you think the audience should have, such as free assessment instruments, etc. Make sure that your presentation is research-based but not overly academic. You will also want to incorporate some form of audience participation into the assignment.

4) Mutual-Help Group Experience and Paper = 40 points (addresses CLO2 and CLO5)

Each student will attend two different mutual-help groups (AA, NA, Al-Anon, Overeaters Anonymous, etc.). You will stay for the entirety of the meeting, and will write a 4-5 page APA style reaction paper on your experience. The goal of the paper is to summarize your experience at the groups, relate it to our class material and discussion, and compare and contrast the different styles of the two groups. Papers will be due in Canvas by the start of class (9:00am) on the due date.

Grading Policy

Final Grades: Your final letter grade will be based on a percentage obtained by dividing your points by the total points for this course (390 points). I will use the following grading rubric. Please note that I do not round your grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97.0-100%</td>
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<tr>
<td>A</td>
<td>93.0-96.9%</td>
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<tr>
<td>A-</td>
<td>90.0-92.9%</td>
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<tr>
<td>B+</td>
<td>87.0-89.9%</td>
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<tr>
<td>B</td>
<td>83.0-86.9%</td>
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<tr>
<td>B-</td>
<td>80.0-82.9%</td>
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<tr>
<td>C+</td>
<td>77.0-79.9%</td>
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<tr>
<td>C</td>
<td>73.0-76.9%</td>
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<tr>
<td>C-</td>
<td>70.0-72.9%</td>
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<tr>
<td>D+</td>
<td>67.0-69.9%</td>
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<tr>
<td>D</td>
<td>63.0-66.9%</td>
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<tr>
<td>D-</td>
<td>60.0-62.9%</td>
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<tr>
<td>F</td>
<td>59.9% or less</td>
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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.

**University Policies**

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at [http://www.sjsu.edu/senate/docs/S90-5.pdf](http://www.sjsu.edu/senate/docs/S90-5.pdf). More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**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](http://info.sjsu.edu/static/catalog/policies.html) section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](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](http://www.sjsu.edu/advising/).

**Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate 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. Such 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.

Accommodation to Students' Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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 Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to
SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

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

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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 Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at
http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.
### Psyc 226 / Addictions and Treatment, Fall 2015, 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>8/24</td>
<td>Syllabus Review - Introduction to the Neurobiology of Addiction</td>
<td>Miller &amp; Carroll Ch. 2</td>
<td>none</td>
</tr>
<tr>
<td>2</td>
<td>8/31</td>
<td>Neurobiology Continued; Guiding Principles</td>
<td>Miller &amp; Carroll Ch. 18</td>
<td>Reaction paper 1</td>
</tr>
<tr>
<td>3</td>
<td>9/7: LABOR DAY: NO CLASSES</td>
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<tr>
<td>4</td>
<td>9/14</td>
<td>Substance Classes and Effects; Pharmacotherapy</td>
<td>Miller &amp; Carroll Ch. 15</td>
<td>Reaction paper 2</td>
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<tr>
<td>5</td>
<td>9/21</td>
<td>Prevalence and Demographic Trends of Substance Use - Developmental Factors</td>
<td>Miller &amp; Carroll Ch. 6 and 7</td>
<td>Reaction paper 3</td>
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<tr>
<td>6</td>
<td>9/28</td>
<td><strong>Exam 1: Neurobiology, Drug Classes, Developmental Factors, Prevalence</strong></td>
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<tr>
<td>7</td>
<td>10/5</td>
<td>Diagnosis and Assessment - Treatment Models Part I - Treatment Systems - Comorbidity/Dual-Diagnoses</td>
<td>Miller Ch. 30; Miller &amp; Carroll Ch. 8 and 17</td>
<td>Reaction paper 4</td>
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<tr>
<td>8</td>
<td>10/12</td>
<td>Treatment Models Part II - Motivational Interviewing; Brief Interventions</td>
<td>Miller Ch. 1 and 2</td>
<td>Reaction paper 5</td>
</tr>
<tr>
<td>9</td>
<td>10/19</td>
<td>Treatment Models Part III - Community Reinforcement Approach - Harm Reduction</td>
<td>Miller Ch. 6 and 65</td>
<td>Reaction paper 6</td>
</tr>
<tr>
<td>10</td>
<td>10/26</td>
<td>Treatment Models Part IV - Multisystemic Family Therapy and Other Adolescent Models</td>
<td>Miller Ch. 9, 11, 12</td>
<td>Reaction paper 7</td>
</tr>
<tr>
<td>11</td>
<td>11/2</td>
<td><strong>Exam 2: Diagnosis, Assessment, and Treatment Models</strong></td>
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<tr>
<td>12</td>
<td>11/9</td>
<td>Mutual-Help Groups / Community Context - Relapse Prevention</td>
<td>Miller Ch. 14 and 15</td>
<td>Reaction paper 8</td>
</tr>
<tr>
<td>13</td>
<td>11/16</td>
<td>Population Specific Topics - Older Adults - Gender Issues - Racial/Ethnic Minorities</td>
<td>Miller Ch. 19; Miller and Carroll Ch. 10</td>
<td>Reaction paper 9</td>
</tr>
<tr>
<td>14</td>
<td>11/23</td>
<td>Other Types of Addictions</td>
<td>Miller Ch. 24</td>
<td>Reaction paper 10</td>
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<tr>
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<td>Date</td>
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<td>Notes</td>
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<tr>
<td>15</td>
<td>11/30</td>
<td>Group Presentations</td>
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<tr>
<td>16</td>
<td>12/7</td>
<td>Group Presentations/Catch-up/Wrap-up</td>
<td>Experiential Exercise Papers Due</td>
<td></td>
</tr>
</tbody>
</table>

**FINAL EXAM:** Wednesday December 16 7:15am-9:30am: 
Mutual-Help Groups, Relapse Prevention, Population Specific Issues, Active Ingredients of Treatment, Other Types of Addictions