San José State University
Department of Psychology
Psyc 226: Addictions and Treatment
Spring 2017

Instructor: Erin Woodhead, Ph.D.
Office Location: DMH 316
Telephone: (408) 924-5654
Email: Erin.Woodhead@sjsu.edu
Office Hours: Tuesdays and Thursdays 2:00-3:00pm
Class Days/Time: Tuesdays 9:00-11:45am
Classroom: DMH 308
Prerequisites: Admission to MS Clinical Program and student in good standing

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:

   (i) The definition of substance use disorders, co-occurring disorders, and addiction. For purposes of this subparagraph, “co-occurring disorders” means a mental illness and substance abuse diagnosis occurring simultaneously in an individual.

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

   (iii) The effects of psychoactive drug use.

   (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 three 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.

*University policy F69-24* at http://www.sjsu.edu/senate/docs/F69-24.pdf states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

This class has a total of 350 points:

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

   The first two exams in this course will be short answer exams given in class, worth 50 points each. Each exam will cover the assigned reading and class discussion. The final exam will be cumulative and will be an essay exam (longer and more detailed responses expected).

2) 10 Weekly Reading Quizzes (10 points each; CLOs 3, 4 and 6)

   Most class sessions (see syllabus) will start with a reading quiz, which will be designed by a peer and will ask about concepts from the assigned readings. Your
responses should be about a paragraph long and show evidence of having read the assigned Santrock chapter.

3) Class Leader (20 points)

For each class session, one or two students will sign up to facilitate the course content on that day. You will be responsible for the following assignments:

a) Discussion Leader (10 points; CLO 3): Discussion leaders are expected to add to the lecture/class discussion by raising questions or interesting points about the readings, especially the articles. You should come prepared to class with questions, though your grade will be based on facilitating discussion among students (5 points), and overall preparedness/presentation skills for the discussion (5 points). It’s not expected that you turn in your questions as discussion leader. You will not be able to make up discussion leader points if you’re unable to attend class on the day you’ve signed up for.

b) Weekly Quiz (10 points; CLOs 3, 4 and 6): You will be asked to create the weekly quiz on your assigned class leader day. You should create one question that requires critical thinking or understanding of a concept (not only memorization or repeating back what was read in the textbook). The response can’t be solely opinion-based. I am happy to look over your question before you submit it. You must type out an answer to your quiz question and send it to me by Sunday before midnight. In Canvas, your score for your quiz question and answer will be listed as a score for that week’s quiz.

4) 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 (this includes time for Q&A) 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.

5) 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 (350 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>
</tr>
<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**

University Policies: The Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP’s [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)
## Psyc 226 / Addictions and Treatment, Spring 2017,
### 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>
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<tbody>
<tr>
<td>1</td>
<td>1/31</td>
<td>Syllabus Review - Introduction to the Neurobiology of Addiction</td>
<td>Miller &amp; Carroll Ch. 2</td>
<td>none</td>
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<tr>
<td>2</td>
<td>2/7</td>
<td>Neurobiology Continued; Guiding Principles</td>
<td>Miller &amp; Carroll Ch. 18</td>
<td>Quiz 1 Class Leader:</td>
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<tr>
<td></td>
<td>2/14</td>
<td>Substance Classes and Effects; Pharmacotherapy</td>
<td>Miller &amp; Carroll Ch. 15</td>
<td>Quiz 2 Class Leader:</td>
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<td>4</td>
<td>2/21</td>
<td>Prevalence and Demographic Trends of Substance Use - Developmental Factors</td>
<td>Miller &amp; Carroll Ch. 6 and 7</td>
<td>Quiz 3 Class Leader:</td>
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<tr>
<td>5</td>
<td>2/28</td>
<td>Exam 1: Neurobiology, Drug Classes, Developmental Factors, Prevalence</td>
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<tr>
<td>6</td>
<td>3/7</td>
<td>Diagnosis and Assessment - Treatment Models Part I - Treatment Systems - Comorbidity/Dual Diagnoses</td>
<td>Miller Ch. 30; Miller &amp; Carroll Ch. 8</td>
<td>Quiz 4 Class Leader:</td>
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<td>7</td>
<td>3/14</td>
<td>Treatment Models Part II - Motivational Interviewing; Brief Interventions</td>
<td>Miller Ch. 1 and 2</td>
<td>Quiz 5 Class Leader:</td>
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<tr>
<td>8</td>
<td>3/21</td>
<td>Treatment Models Part III - Community Reinforcement Approach - Harm Reduction</td>
<td>Miller Ch. 6 and 65</td>
<td>Quiz 6 Class Leaders:</td>
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<tr>
<td>9</td>
<td>3/28</td>
<td>SPRING BREAK</td>
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<tr>
<td>10</td>
<td>4/4</td>
<td>Treatment Models Part IV - Behavioral Treatments for Adolescents and Prevention Programs</td>
<td>Miller Ch. 18 and 85</td>
<td>Quiz 7 Class Leader:</td>
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<tr>
<td>11</td>
<td>4/11</td>
<td>Exam 2: Diagnosis, Assessment, and Treatment Models</td>
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<tr>
<td>12</td>
<td>4/18</td>
<td>Mutual-Help Groups / Community Context</td>
<td>Miller Ch. 14 and 15</td>
<td>Quiz 8 Class Leader:</td>
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<tr>
<td>13</td>
<td>4/25</td>
<td>Population Specific Topics - Older Adults - Gender Issues - Racial/Ethnic Minorities</td>
<td>Miller and Carroll Ch. 10; Witkiewitz &amp; Marlatt, Ch. 14</td>
<td>Quiz 9 Class Leader:</td>
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<td>14</td>
<td>5/2</td>
<td>Relapse Prevention, Other Types of Addictions</td>
<td>Miller Ch. 24; Witkiewitz &amp; Marlatt,</td>
<td>Quiz 10 Class Leader:</td>
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<tr>
<td>15</td>
<td>5/9</td>
<td>Group Presentations/Catch-up day</td>
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<tr>
<td>16</td>
<td>5/16</td>
<td>Group Presentations/Wrap-up</td>
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**Ch. 1**

**Experiential Exercise Papers Due**

**FINAL EXAM:** May 23, 7:15 – 9:30am CUMULATIVE! (5 questions worth 10 points each)