Instructor: Erin Woodhead, Ph.D.
Office Location: DMH 316/Virtual Office
Telephone: (408) 924-5654
Email: Erin.Woodhead@sjsu.edu
Office Hours: Thursdays 9:30-11:30am on Zoom
Class Days/Time: Tuesdays 12:00-2:45pm (Live Zoom class 12-1:30)
Classroom: Zoom class and materials through Canvas
Prerequisites: Admission to MS Clinical Program and student in good standing

Course Description

Advanced course in assessment, diagnosis, treatment, and prevention of substance abuse and dependence and co-occurring disorders in multiple settings. Critical review of research related to the evaluation of treatment strategies are provided from recovery models, family, and individual perspectives.

Course Format

Technology Intensive, Hybrid, and Online Courses

Due to COVID-19, this course is a hybrid course for Fall 2020. We will meet together for a live Zoom meeting every Tuesday from 12-1:30. Additional course materials, including lecture videos and other materials, will be available on Canvas to complete the week before our Zoom meeting.

Learning Outcomes

Course Learning Outcomes (CLOs)

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

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

CLO3: Summarize the current issues discussed in the literature related to SUD prevention, diagnosis, and treatment.

CLO4: Articulate how treatment principles are implemented in addictions treatment, through lecture, case discussion and video demonstrations.

CLO5: Explain the basic neurobiology involved in addictions, as well as the effects of specific substances and medication treatment options.

CLO6: Articulate how drug policy has been influenced by race in the past and currently.

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

Textbook

We will be using peer-reviewed articles (available through the library) for this class. Additionally, we will be reading this book throughout the semester to enhance understanding of how race intersects with drug policy:


Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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.

This class has a total of 300 points:

<table>
<thead>
<tr>
<th>Assessment Items, Their Value, and Connection to Learning Outcomes</th>
<th>How Many?</th>
<th>% of Final Grade</th>
<th>Points</th>
<th>Relevant CLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>2</td>
<td>100/300=33%</td>
<td>100 total (50 each)</td>
<td>CLOs 1-5</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10</td>
<td>100/300=33%</td>
<td>100 total (10 each)</td>
<td>CLOs 3-5</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>12</td>
<td>60/300=20%</td>
<td>60 total (5 each)</td>
<td>CLOs 1-6</td>
</tr>
<tr>
<td>Final Paper</td>
<td>1</td>
<td>40/300=14%</td>
<td>40</td>
<td>CLO 2</td>
</tr>
</tbody>
</table>

1) Two Exams = 50 points each (CLO1 – CLO5)

Both exams will be given on Canvas and you will have 2 hours and 45 minutes for each exam. The exams will *not* be proctored but the expectation is that the exams are closed notes and you are to work independently.

Both exams will be short-answer format (10 questions, 5 points each), asking you to explain and give examples of the various concepts we have learned. Each exam will be worth 50 points. The final exam will not be cumulative.

2) 10 Weekly Reading Quizzes (10 points each; CLO3, CLO4, and CLO5)
For most classes, you will complete an open notes quiz about the online lecture and it will be due right before we have our live Zoom class (Tuesdays at 11:59am). Your responses should be about a paragraph long and show evidence of having read the assigned material. The response should not be based on your opinion; it needs to be informed by the content presented in the online lecture.

3) 12 Discussion Questions (5 points each; CLO1 – CL05)

Each week on the day prior to our live Zoom class meeting (Monday afternoon), you will be expected to turn in three discussion points or questions related to the reading. These will be turned in via upload or text box on Canvas. The questions should convey either ask clarification on something you are confused about, or pose a question to the class for an issue where you would like to hear other opinions. These questions will be turned in the day before our class meeting so that I can tailor my Zoom presentation to anything that needs clarification or discussion. Your grade will be based on evidence of reading and integrating the material.

5) Mutual-Help Group Research Paper = 40 points (addresses CLO2)

Each student will write a short research paper on a mutual-help group that is not based on the 12-steps, such as Refuge Recovery, LifeRing, SMART Recovery, or Moderation Management. The paper should be 4-5 pages, in APA style, and should summarize the philosophy/process of the group, how it differs from typical 12-step groups, and any available research support for outcomes related to attendance in that group. Papers should aim to include 2-3 peer-reviewed articles about the program. The goal of the paper is to better understand options that are available to clients who may not want to attend 12-step groups. A rubric for the paper is available on Canvas.

Late policy for this paper: Papers are due in Canvas by noon on Dec. 10 (our scheduled final exam time). A paper is considered late if it is not turned in by that time. Papers that are up to 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 Canvas: doc, docx, and pdf. Please note that Canvas 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.

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 (300 points). I will use the following grading rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97.0-100%</td>
</tr>
<tr>
<td>A</td>
<td>93.0-96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83.0-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9%</td>
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</tbody>
</table>
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 client-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 expected each week at our live Zoom class meeting. If you do not attend classes, you will 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.

Please reach out to me if you have any concerns about the online format of this class or about personal issues in the midst of the COVID-19 pandemic. I want to work with all of you to create a useful class and I know that maintaining motivation during online classes can be difficult.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.
# Psyc 226 / Addictions and Treatment, Fall 2020, 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>2</td>
<td>9/1</td>
<td>Addiction Models: Disease Model vs. Others</td>
<td>Peele (2016); Volkow et al. (2016)</td>
<td>Quiz 1 Discussion Questions 1</td>
</tr>
<tr>
<td>3</td>
<td>9/8</td>
<td>Addiction Mechanisms: Impulse Control, Coping, Behavioral Perspectives, Trauma</td>
<td>Gerrard et al. (2012); Mandavia et al. (2016)</td>
<td>Quiz 2 Discussion Questions 2</td>
</tr>
<tr>
<td>4</td>
<td>9/15</td>
<td>Substance Classes and Effects; Pharmacotherapy</td>
<td>Ray et al. (2020)</td>
<td>Quiz 3 Discussion Questions 3</td>
</tr>
<tr>
<td>5</td>
<td>9/22</td>
<td>Diagnosis and Assessment; Treatment Models Part I: Comorbidity/Dual-Diagnoses</td>
<td>Ksir &amp; Hart (2016)</td>
<td>Quiz 4 Discussion Questions 4</td>
</tr>
<tr>
<td>6</td>
<td>9/29</td>
<td>Book Discussion: Introduction, Ch. 1 and 2</td>
<td>Provine (2007) Introduction, Ch. 1 and 2</td>
<td>Discussion Questions 5</td>
</tr>
<tr>
<td>7</td>
<td>10/6</td>
<td>Treatment Models Part II: Motivational Interviewing; Motivational Enhancement Therapy (MET)</td>
<td>Miller &amp; Rollnick (2013) Ch. 1-3; Briefly review MET treatment manual</td>
<td>Quiz 5 Discussion Questions 6</td>
</tr>
<tr>
<td>8</td>
<td>10/13</td>
<td>-Additional MI Practice; Exam review</td>
<td>Miller &amp; Rollnick (2013) Ch. 14 and 15</td>
<td>Quiz 6</td>
</tr>
<tr>
<td>9</td>
<td>10/20</td>
<td><strong>Midterm: Opens Oct. 14 at 9am and due by Oct. 20 at 2:45pm</strong></td>
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<tr>
<td>10</td>
<td>10/27</td>
<td>Treatment Models Part III: Community Reinforcement Approach (CRA &amp; CRAFT); Harm Reduction</td>
<td>Meyers et al. (2011)</td>
<td>Quiz 7 Discussion Questions 7</td>
</tr>
<tr>
<td>11</td>
<td>11/3</td>
<td>Treatment Models Part IV: Contingency Management and Other Adolescent Treatments</td>
<td>Stanger et al. (2016); Swan et al. (2008)</td>
<td>Quiz 8 Discussion Questions 8</td>
</tr>
<tr>
<td>12</td>
<td>11/10</td>
<td>Book Discussion: Ch. 3, 4, 5</td>
<td>Provine (2007) Ch. 3, 4, 5</td>
<td>Discussion Questions 9</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Text Source(s)</td>
<td>Discussion Questions</td>
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<tr>
<td>14</td>
<td>11/24 Relapse Prevention, Other Types of Addictions</td>
<td>Karim &amp; Chaudhri (2012)</td>
<td>Quiz 10 Discussion Questions 11</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/1 Book Discussion (Ch. 6 and Epilogue) and Wrap-up</td>
<td>Provine (2007) Ch. 6 and Epilogue</td>
<td>Discussion Questions 12</td>
<td></td>
</tr>
</tbody>
</table>

**Thursday Dec. 10:** Final Paper and Final Exam due by Dec. 10 at 12:00. Final exam will be open from Dec. 3 at 9am until the due date (Dec. 10 at noon).