San José State University  
Department of Psychology  
Psyc 226: Addictions and Treatment  
Spring 2020

Instructor: Erin Woodhead, Ph.D.
Office Location: DMH 316
Telephone: (408) 924-5654
Email: Erin.Woodhead@sjsu.edu
Office Hours: Thursdays 9:15-10:15am
Class Days/Time: Thursdays 12:00-2:45pm
Classroom: DMH 308
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.

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 prevention, 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 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. Required research articles (see syllabus) will be available on Canvas.

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 295 points:

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

The first exam in this course will be short answer questions given in class, worth 50 points each. The 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 ask about concepts from the assigned readings. 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 readings and/or class discussions.

3) Discussion Leader (15 points)

For each class session, one or two students will sign up to facilitate the course content on that day. Discussion leaders are expected to add to the lecture/class discussion by raising questions or interesting points about the readings. You should come prepared to class with questions that should be asked/integrated throughout the lecture. Your grade will be based on facilitating discussion among students (5 points), overall preparedness/presentation skills for the discussion (5 points), and the questions that you’ve prepared and turned in (5 points). Your questions should show evidence of critical thinking and application to practice. 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.
4) Group presentation = 40 points (addresses CLO3 and CLO4)

Each student will be part of a group that will 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. A rubric for the presentation is available on Canvas.

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. A rubric for the paper is available on Canvas. Papers will be due in Canvas by the start of class (9:00am) on the due date (May 7th).

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 (295 points). I will use the following grading rubric. Please note that I do not round your grades:

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<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>
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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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<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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<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 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.

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**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at http://www.sjsu.edu/gup/syllabusinfo/”
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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</table>
| 1    | 1/23 | -Syllabus Review  
| 2    | 1/30 | -Neurobiology of Addiction | Peele (2016); Volkow et al. (2016) | Quiz 1  
Class Leader: |
| 3    | 2/6  | -Substance Classes and Effects; Pharmacotherapy | Miller Ch. 39 and 44 | Quiz 2  
Class Leader: |
| 4    | 2/13 | -Population Specific Topics  
- Cultural Considerations  
- Older Adults  
- Gender Issues | Witkiewitz & Marlatt, Ch. 12 | Quiz 3  
Class Leader: |
| 5    | 2/20 | -Diagnosis and Assessment  
- Treatment Models Part I  
- Treatment Systems  
- Comorbidity/Dual-Diagnoses | Miller Ch. 30 and 33 | Quiz 4  
Class Leader: |
| 6    | 2/27 | -Treatment Models Part II  
- Motivational Interviewing; MET | Miller Ch. 2; MET manual section on “Practical Strategies” (pp. 13-48) | Quiz 5  
Class Leader: |
| 7    | 3/5  | -Additional MI Practice | TBA | No Quiz  
Class Leader: |
| 8    | 3/12 | Exam 1: Mechanisms, Neurobiology, Drug Classes, Population Specific Topics, Diagnosis, Assessment, and Motivational Interviewing |
| 9    | 3/19 | -Treatment Models Part III  
- Community Reinforcement Approach  
- Harm Reduction | Miller Ch. 6, 65, and 75 | Quiz 6  
Class Leader: |
| 10   | 3/26 | -Treatment Models Part IV  
- Contingency Management and MET for Adolescents | Stanger et al. (2016); Swan et al. (2008) | Quiz 7  
Class Leader: |
| 11   | 4/2  | SPRING BREAK |
Class Leader: |
| 13   | 4/16 | -Relapse Prevention, Other Types of Addictions | Miller Ch. 24; Witkiewitz & Marlatt, Ch. 1 | Quiz 9  
Class Leader: |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Source(s)</th>
<th>Quiz/Exercises</th>
</tr>
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<tbody>
<tr>
<td>4/23</td>
<td>-Developmental Factors</td>
<td>Fothergill et al. (2017); Sundquist et al. (2015)</td>
<td>Quiz 10 Class Leader:</td>
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<td>4/30</td>
<td>-Start Group Presentations</td>
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<td>-Catch-up Day</td>
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<td>5/7</td>
<td>-Finish Group Presentations</td>
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<td>Experiential Exercise Papers Due</td>
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**FINAL EXAM:** Wednesday May 13, 9:45am-12:00pm CUMULATIVE! (5 questions worth 10 points each)