

**San José State University  
Department of Psychology  
Psyc 226: Addictions and Treatment  
Fall 2022**

<b>Instructor:</b>	Erin Woodhead, Ph.D.
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<b>Office Hours:</b>	Tuesdays in-person from 3-4pm and Wednesdays on Zoom from 10-11am
<b>Class Days/Time:</b>	Tuesdays 12:00-2:45pm
<b>Classroom:</b>	DMH 308
<b>Prerequisites:</b>	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 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.

### **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 use the book below for practicing and understanding techniques related to Motivational Interviewing:

Rosengren, D. B. (2017). *Building motivation interviewing skills: A practitioner workbook* (2<sup>nd</sup> ed.). Guilford Press. ISBN: 978-1462532063

## 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 320 points:

<b>Assessment Items, Their Value, and Connection to Learning Outcomes</b>				
	<b>How Many?</b>	<b>% of Final Grade</b>	<b>Points</b>	<b>Relevant CLOs</b>
<b>Exams</b>	2	100/320=31%	100 total (50 each)	CLOs 1-5
<b>Quizzes</b>	12	120/320=37%	120 total (10 each)	CLOs 3-5
<b>Discussion Questions</b>	12	60/320=19%	60 total (5 each)	CLOs 1-5
<b>Final Paper</b>	1	40/320=13%	40	CLO 2

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

The first exam will be given during class and you'll have 2 hours and 45 minutes to complete the exam. The final exam will be given on Canvas during a specified window of time. Both exams will involve 10 short answer questions (2 points each) and 2 vignettes (15 points each) that involve conceptualizing cases and developing treatment goals from different theoretical approaches.

### 2) 12 Weekly Reading Quizzes (10 points each; CLO3, CLO4, and CLO5)

For most weeks of class, you will complete a quiz on Canvas prior to class on Tuesdays. Quizzes will be due by Monday at 11:59pm. Quizzes are open notes and timed (20 minutes). 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.

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

Each week on the day prior to our meeting (Mondays), 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 can 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 review them prior to class. 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, Moderation Management, or Women for Sobriety. 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.

An alternative to this paper is to attend a mutual-help group and write a paper about your experience at the meeting, as well as research on the specific group. I stopped offering this option during COVID but I'm open to students choosing this option if interested.

**Late policy for this paper:** Papers are due in Canvas by 11:59pm on Nov 30 (our last day of class). 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 (320 points). I will use the following grading rubric:

A+ = 97.0-100%	A = 93.0-96.9%	A- = 90.0-92.9%
B+ = 87.0-89.9%	B = 83.0-86.9%	B- = 80.0-82.9%
C+ = 77.0-79.9%	C = 73.0-76.9%	C- = 70.0-72.9%
D+ = 67.0-69.9%	D = 63.0-66.9%	D- = 60.0-62.9%
F = 59.9% or less		

### 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. 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.

### **University Policies**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<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) (<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 2022, Course Schedule

Note: Schedule is subject to change with fair notice – if changed, I will announce it in class and via email. Discussion questions and quizzes are due by Mondays at 11:59pm each week.

Week	Date	Topic	Readings	Assignments
1	8/23	Syllabus Review, Course Overview, Discussion	Hart (2017); Kelly Addictionary article	None
2	8/30	Addiction Models and Mechanisms	Surgeon General's Report Ch 2	Quiz 1 Discussion Questions 1
3	9/6	Substance Classes and Effects; Pharmacotherapy; Diagnosis and Assessment	Volkow & Skolnick (2011); Manuel et al. (2015)	Quiz 2 Discussion Questions 2
4	9/13	Motivational Interviewing Part I: Theory and Conceptualization	Rosengren Ch 2, 3, and Part II (skip the exercises)	Quiz 3 Discussion Questions 3
5	9/20	Motivational Interviewing Part II: Specific Strategies	Rosengren Part III (skip the exercises)	Quiz 4 Discussion Questions 4
6	9/27	Motivational Interviewing Part III: Cultural Adaptations; Harm reduction	Lee et al. (2011); Self et al. (2022); Rosengren Part IV (skip the exercises)	Quiz 5 Discussion Questions 5
7	10/4	Community Reinforcement Approach (CRA & CRAFT)	Meyers et al. (2011)	Quiz 6 Discussion Questions 6
8	10/11	<b>Midterm given in class – Cases are based on MI and CRA/CRAFT</b>		
9	10/18	Comorbidity/Dual-Diagnoses; Brief Interventions; Stepped Care	Chen et al. (2020); Flanagan et al. (2016)	Quiz 7 Discussion Questions 7
10	10/25	Cognitive Behavioral Therapy Part I: Theory and Conceptualization	CBT SUD Manual Part 1, Pages 1-14. Part 2 up to pg 56	Quiz 8 Discussion Questions 8
11	11/1	Cognitive Behavioral Therapy Part II: Specific Strategies	CBT SUD Manual pgs 57-115 plus pick one elective component to read about	Quiz 9 Discussion Questions 9
12	11/8	Cognitive Behavioral Therapy Part III: Cultural Adaptations	Burrow-Sanchez et al. (2011); Burlew et al. (2013); Ornelas et al. (2015)	Quiz 10 Discussion Questions 10

13	11/15	12-Step/12-step facilitation (TSF) and Other Mutual-Help Groups	Kelly (2017) and Kelly, Greene, & Bergman (2014)	Quiz 11 Discussion Questions 11
14	11/22	Adolescent Treatments; Contingency Management	Winters et al. (2018)	Quiz 12 Discussion Questions 12
15	11/29	Relapse Prevention; Other Types of Addictions	Karim & Chaudhri (2012)	
16	12/6	Course Wrap-Up		<b>Final paper due by Dec 6 11:59pm</b>
<b>The final exam will be open from Thursday Dec 8 at 9am until Wednesday Dec 14 at 11:59pm. Cases for the final will focus on CBT and an adolescent case</b>				

We will be going through several of the exercises in the Rosengren book. Here are ones that we will be using at some point during the semester.

Exercise 2.2: Is It MI Spirit?

Activity IIb (pg. 60): Introducing and Engaging with Russell

Exercise 4.3: Tip of the Iceberg

Exercise 4.4: Reflecting off the Iceberg

Exercise 4.5: Intentional Reflecting

Exercise 4.6: Going Below the Waterline: Deepening Reflections

Exercise 4.7: Targeting Reflections: Engaging

Exercise 5.1: Converting Closed Questions

Exercise 5.2: Targeting Questions: Engaging

Exercise 5.3: Finding Affirmations

Exercise 5.5: Building Summaries

Exercise 6.6: Broadening the Perspective

Activity III: Focusing with Russell

Exercise 7.1: Which Way to Go?

Exercise 7.3: A Typical Day

Exercise 7.4: Normalizing the Behavior

Exercise 7.6: Offering a Concern

Exercise 7.7: Lightning Round

Exercise 8.1: Targeting Questions: Focusing

Exercise 8.5: "I Can Fix That!"

Activity IV: Evoking with Russell

Exercise 9.1: Recognizing Sustain Talk

Exercise 9.3: Perfect Practice Makes Perfect

Exercise 9.6: Drumming for Change – Take Two

Exercise 10.1: Reinforcing Change Talk: Treasure Hunt

Exercise 10.3: Targeting Questions: Evoking

Exercise 11.1: Surface Reflections in Response to Discord and Sustain Talk



Exercise 11.2: Deeper, Double-Sided, and Amplified Reflections in Response to Discord and Sustain Talk  
Exercise 11.6: Finding the Pearl