

# Addictions and Treatment Section 01

## PSYC 226

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/01/2023

### Contact Information

Instructor: Erin Woodhead, PhD
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Office Hours: Thursdays 12-2pm in person in DMH 316. Also available for zoom meetings as needed.
Class Days/Time: Tues 12-2:45
Classroom: DMH 353
Prerequisites: Admission to MS Clinical Program and student in good standing

### Course Description and Requisites

Advanced course in assessment, diagnosis, and 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.

Prerequisite: PSYC 203A & graduate standing in MS psychology program

Letter Graded

### \* Classroom Protocols

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 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.

## Program Information

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**Program learning outcomes (PLOs)** are skills and knowledge that students will have achieved upon completion of the MS in Clinical and Mental Health Counseling (CMHC) degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. Interventions and evidence-based applications
  - 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. Communication and Case presentation
  - 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. Competent Assessment and Evaluation
  - 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. Professional clinical practice
  - 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. Preparation and meeting professional licensing requirements
  - 5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

## Course Learning Outcomes (CLOs)

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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.

### 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)(l).

- (l) 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.

LL03: 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).

## Course Materials

### Building Motivational Interviewing Skills: A Practitioner Workbook

**Author:** Rosengren, D. B.

**Publisher:** Guilford

**Edition:** 2nd

**ISBN:** 978-1462532063

**Availability:** Online outlets and the campus bookstore

**Price:** \$40-50 depending on ebook or print version

### Peer-Reviewed Articles and Treatment Manuals

Available on Canvas. Check syllabus for schedule.

## Course Requirements and Assignments

### Midterm and Final Exam (CLO1-5)

2 x 50 points each

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. The midterm and final are open notes exams.

### Weekly Reading Quizzes (CLO 3, 4, 5)

12 x 10 points each

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.

### Discussion Questions (CLO1-5)

13 x 5 points each

Each week prior to our meeting (Sunday night), 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 the discussion leader can review them prior to class. Your grade will be based on evidence of reading and integrating the material. On your discussion leader day, you do not need to turn in your own discussion questions. You will receive automatic credit on that day for the discussion questions assignment.

## Discussion Leader (CLO1-5)

1 x 15 points

Discussion leaders are expected to add to the lecture/class discussion by integrating questions and discussion points brought up by students on the weekly Canvas discussion board. 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 throughout the class period (10 points) and overall preparedness/presentation skills for the discussion (5 points). Your discussion should show evidence of integrating student questions and applying them to our content and clinical 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.

## Mutual-Help Group Research Paper (CLO2)

1 x 40 points

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 Dec 5, 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 Information

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**Final Grades:** Your final letter grade will be based on a percentage obtained by dividing your points by the total points for this course. 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

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

All quizzes are due on Canvas by Monday night at 11:59pm. All discussion board posts are due by Sunday night at 11:59pm.

When	Topic	Notes
Week 1; Aug 22	Syllabus Review, Course Overview, Discussion	Readings: Hart (2017); Kelly Addiction article Assignments: Obtain book, sign up for discussion leader dates
Week 2; Aug 29	Addiction Models and Mechanisms	Reading: Surgeon General's Report Ch 2 Assignments: Quiz 1, Discussion Questions 1
Week 3; Sept 5	Substance Classes and Effects; Pharmacotherapy; Diagnosis and Assessment	Readings: Volkow & Skolnick (2011); Manuel et al. (2015) Assignments: Quiz 2, Discussion Questions 2
Week 4; Sept 12	Motivational Interviewing Part I: Theory and Conceptualization	Readings: Rosengren Ch 2, 3, and Part II (skip the exercises) Assignments: Quiz 3, Discussion Questions 3
Week 5; Sept 19	Motivational Interviewing Part II: Specific Strategies	Readings: Rosengren Part III (skip the exercises) Assignments: Quiz 4, Discussion Questions 4
Week 6; Sept 26	Motivational Interviewing Part III: Cultural Adaptations; Harm reduction	Readings: Lee et al. (2011); Self et al. (2022); Rosengren Part IV (skip the exercises) Assignments: Quiz 5, Discussion Questions 5
Week 7; Oct 3	Community Reinforcement Approach (CRA & CRAFT)	Reading: Meyers et al. (2011) Assignments: Quiz 6, Discussion Questions 6
Week 8; Oct 10	Midterm	<b>Midterm given in class – Cases are based on MI and CRA/CRAFT</b>
Week 9; Oct 17	Comorbidity/Dual-Diagnoses; Brief Interventions; Stepped Care	Reading: Chen et al. (2020); Flanagan et al. (2016) Assignments: Quiz 7, Discussion Questions 7
Week 10; Oct 24	Cognitive Behavioral Therapy Part I: Theory and Conceptualization	Readings: CBT SUD Manual Part 1, Pages 1-14. Part 2 up to pg 56 Assignments: Quiz 8, Discussion Questions 8
Week 11; Oct 31	Cognitive Behavioral Therapy Part II: Specific Strategies	Readings: CBT SUD Manual pgs 57-115 plus pick one elective component to read about Assignments: Quiz 9, Discussion Questions 9
Week 12; Nov 7	Cognitive Behavioral Therapy Part III: Cultural Adaptations	Readings: Burrow-Sanchez et al. (2011); Burlew et al. (2013); Ornelas et al. (2015) Assignments: Quiz 10, Discussion Questions 10

When	Topic	Notes
Week 13; Nov 14	12-Step/12-step facilitation (TSF) and Other Mutual-Help Groups	Readings: Kelly (2017) and Kelly, Greene, & Bergman (2014) Assignments: Quiz 11, Discussion Questions 11
Week 14: Nov 21	Adolescent Treatments; Contingency Management	Readings: Winters et al. (2018) Assignments: Quiz 12, Discussion Questions 12 <b>No class on Thursday 11/23</b>
Week 15; Nov 28	Relapse Prevention; Other Types of Addictions	Readings: Karim & Chaudhri (2012) Assignments: Discussion Questions 13
Week 16; Dec 5	Course Wrap-Up/Catch-Up Day	Last day of class. SJSU classes end Wed Dec 6. <b>Final paper due Friday Dec 8 at 12:00pm (noon)</b> <b>Final exam open from Tues Dec 5 at 3pm until Tues Dec 12 at 11:59pm</b>