



Psychological Treatment for Substance Use Disorders
CLIN 711 (3 Units)
Spring Quarter 2020

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Office Hours:

Monday: 9:00-11:00am, Friday: 11:00-1:00pm

Zoom link for office hours

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Class Time and Location:

Wednesdays, 1:00pm to 3:50pm, zoom link for class

I. Course Description:

Introduction to theories of addiction, psychopharmacology, principles of prevention, methods for screening, diagnosis and assessment, evidence-based treatment of substance use disorders, pharmacotherapy, and applications to special populations.

Licensure: The course is structured to meet California licensure requirements for training in alcoholism and chemical dependency detection and treatment (see Appendix A). Keep this syllabus as evidence of having covered the necessary content for California licensure.

II. Required Readings

Texts (required):

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2019). *Treating addiction: A guide for professionals*. (2nd ed.). New York: Guilford.

Texts (optional):

Sheff, N. (2008). *Tweak: Growing up on methamphetamines*. New York: Simon & Schuster.

Treatment Manuals (optional):

Bowen, S., Chawla, N., & Marlatt, G. A., (2011). *Mindfulness-based relapse prevention for addictive behaviors: A clinician's guide*. New York: Guildford.

Daley, D. C., & Marlatt, G. A. (2006). *Overcoming your alcohol or drug problem: Effective recovery strategies* (2nd ed.). New York: Oxford University.

Epstein, E.E. & McCrady, B. S. (2009). *A Cognitive-Behavioral Treatment Program for overcoming alcohol problems*. New York: Oxford University.

McCrady, B. S. & Epstein, E. E. (2009). *Overcoming Alcohol Problems: Workbook for Couples*. New York: Oxford University.

Najavits, L.M. (2002). *Seeking safety: A treatment manual for PTSD and substance abuse*. New York: Guilford.

Rosengren, D. B. (2009). *Building Motivational Interviewing skills: A practitioner workbook*. New York: Guilford.

Additional Readings (required; see Course Agenda):

- Agerwala, S. M., & McCance-Katz, E. R. (2012). Integrating screening, brief intervention and referral to treatment (SBIRT) into clinical practice settings: A brief review. *Journal of Psychoactive Drugs, 44*(4), 307-312.
- American Psychiatric Association. (2013). Substance-related and addictive disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed., pp. 481-589). Arlington, VA: American Psychiatric Publishing.
- Buckner, J. D., Zvolensky, M. J., Ecker, A. H., Schmidt, N. B., Lewis, E. M., Paulus, D. J., Lopez-Gamundi, P., Crapanzano, K. A., & Bakhshaie, J. (2019). Integrated cognitive behavioral therapy for comorbid cannabis use and anxiety: A pilot randomized controlled trials. *Behaviour Research and Therapy, 115*, 38-45.
- Carroll, K. M. (2014). Lost in translation? Moving contingency management and cognitive behavioral therapy into clinical practice. *Annals of the New York Academy of Science, 1327*, 94-111.
- Dimeff, L. A., & Linehan, M. M. (2008). Dialectical Behavior Therapy for substance abusers. *Addiction Science and Clinical Practice, 4*(2), 39-47.
- Gainsbury, S. M., (2017). Cultural competence in the treatment of addictions: Theory, practice and evidence. *Clinical Psychology and Psychotherapy, 24*, 987-1001.
- Haller, M., Norman, S.B., Cummins, K., Trim, R S., Xu, X., Cui, R., Allard, C. B., Brown, S. A., & Tate, S. R. (2016). Integrated Cognitive Behavioral Therapy versus Cognitive Processing Therapy for adults with depression, substance use disorder and trauma. *Journal of Substance Abuse Treatment, 62*, 38-48.
- Hajek, P., Phillips-Waller, A., Przulj, D., Pesola, F., Smith, K. M., Bisal, N., LI, J, Parrott, S., Sasieni, P., Dawkins, L., Ross, L., Goniewicz, M., Wu, Q., & McRobbie, H. J. (2019). A randomized trial of e-cigarettes versus nicotine replacement therapy. *The New England Journal of Medicine, 380*, 629-637.
- Hendershot, C. S., Witkiewitz, K., George, W. H., & Marlatt, G. A. (2011). Relapse prevention for addictive behaviors. *Substance Abuse Treatment, Prevention and Policy, 6*, 1-17.
- Kelly, J. F., Magill, M., Stout, R. L. (2009). How do people recover from alcohol dependence? A systematic review of the research on mechanisms of behavior change in Alcoholics Anonymous. *Addiction Research and Theory, 17*, 236-259.
- Kelly, J. F., & Westerhoff, C. M. (2010). Does it matter how we refer to individuals with substance-related conditions? A randomized study of two commonly used terms. *International Journal of Drug Policy, 21*, 202-207.
- Logan, D. E. & Marlatt, G. A. (2010). Harm reduction therapy: A practice-friendly review of research. *Journal of Clinical Psychology: In Session, Vol 66*(2), 201-214.
- O'Farrell, T. J., & Schein, A. Z. (2011). Behavioral Couples Therapy for alcoholism and drug abuse. *Journal of Family Psychotherapy, 22*, 193-215.
- Reiff, C. M., Richman, E. E., Nemeroff, C. B., Carpenter, L. L., Widge, Al S., Rodriguez, C. I., Kalin, N. H., McDonald, W. M. (2020). Psychedelics and Psychedelic-Assisted Therapy. *American Journal of Psychiatry in Advance* (doi: 10.1176/appi.ajp.2019.19010035).
- Stotts, A. L., & Northup, T. F. (2015). The promise of third-wave behavioral therapies in the treatment of substance use disorders. *Current Opinion in Psychology, 2*, 75-81.
- Stuart-Maver, S. L., (2020). Working with clients who self-medicate using cannabis: Ethical and clinical considerations for psychologists. *Professional Psychology: Research and Practice, 51*, 77-84.
- U. S. Department of Health and Human Services, Office of the Surgeon General (2016). Facing addiction in America: The Surgeon General's Report on Alcohol, Drugs and Health. Washington, DC: HHS. Publication No. (SMA) 16-4991.
- Van Emmerik-van Oormerssen, K., Vedel, E., Kramer, F. J., Blankers, M., Dekker, J. J. M., van den Brink, W., & Schoevers, R. A. (2019). Integrated cognitive behavioral therapy for ADHD in adult substance use disorder patients: Results of a randomized clinical trial. *Drug and Alcohol*

Dependence, 197, 28-36.

Witkiewitz, K., Bowen, S., Harrop, E. N., Douglas, H., Enkema, M., & Sedgwick, C. (2014). Mindfulness-based treatment to prevent addictive behavior relapse: Theoretical models and hypothesized mechanisms of change. *Substance Use & Misuse, 49*, 513-524.

Other Resources:

- Batten, S. V., DeViva, J. C., Santanello, A. P., Morris, L. J., Benson, P. R., & Mann, M. A. (2009). Acceptance and Commitment Therapy for Comorbid PTSD and Substance Use Disorders. In J. T. Blackledge, J. Ciarrochi, & F. P. Deane (Eds.). *Acceptance and Commitment Therapy: Contemporary Theory Research and Practice*, pp. 311-328, Sydney: Australian Academic Press.
- Center for Substance Abuse Treatment (2014). Improving cultural competence. *Treatment Improvement Protocol (TIP) series 59*. (HHS Publication No. SMA 14- 4849). Rockville, MD: Substance Abuse and Mental Health Services Administration.
- Center for Substance Abuse Treatment (2012). *A provider's introduction to substance abuse treatment for lesbian, gay, bisexual and transgender individuals*. (HHS Publication No. SMA 12-4104). Rockville, MD: Substance Abuse and Mental Health Services Administration.
- Center for Substance Abuse Treatment (2009). *Substance abuse treatment: addressing the specific needs of women. Treatment Improvement Protocol (TIP) series 51* (HHS Publication No. SMA 09-4426). Rockville, MD: Substance Abuse and Mental Health Services Administration.
- Center for Substance Abuse Treatment (2008). *An Introduction to mutual support groups for alcohol and drug abuse. Substance abuse in brief fact sheet. Spring, Vol. 5., Issue 1*. (HHS Publication No, SMA 08-4336). Rockville, MD: Substance Abuse and Mental Health Services Administration
- Miller, W. R., Zweben, A., DiClemente, C. C., & Rychtarik, R. G. (1999). *Motivational Enhancement Therapy manual: A clinical research guide for treating individuals with alcohol abuse and dependence*. NIH Publication No. 94-3723.
- National Institute on Drug Abuse (2018). *Drugs, brain and behavior: The science of addiction*. NIH Publication No 14-5605.
- National Institute on Drug Abuse (2018). Misuse of Prescription Drugs. <https://www.drugabuse.gov/publications/misuse-prescription-drugs/overview>
- National Institute on Drug Abuse (2014). *Principles of adolescent substance use disorder treatment: A research-based guide*. NIH Publication No. 14-7953.
- National Institute on Drug Abuse (2018). *Principles of drug addiction treatment: A research-based guide* (3rd ed.). NIH Pub. No 12-4180.
- National Institute on Drug Abuse (2012). *Drug Abuse and HIV*. Research Report Series. NIH Publication No. 12-5760.
- National Institute on Drug Abuse (2018). *Commonly abused drugs*. <https://www.drugabuse.gov/drugs-abuse/commonly-abused-drugs-charts>
- National Institute on Drug Abuse (2012). *Screening for drug use in general medical settings*. https://www.drugabuse.gov/sites/default/files/resource_guide.pdf
- Nowinski, J., Baker, S., & Carroll, K. (1999). Twelve Step Facilitation Therapy Manual: *A clinical research guide for treating individuals with alcohol abuse and dependence*. NIH Publication No. 94-3722.

Website References:

- APA, Division 50, Society of Addiction Psychology: <http://www.addictionpsychology.org/>
- American Society of Addiction Medicine (ASAM): <http://www.asam.org/>
- Faces and Voices of Recovery: <http://www.facesandvoicesofrecovery.org/>
- Motivational Interviewing: <http://motivationalinterviewing.org/>
- National Institute on Alcohol Abuse and Alcoholism (NIAAA): <http://www.niaaa.nih.gov/>
- National Institute of Drug Abuse (NIDA): <https://www.drugabuse.gov/>

Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov/>

Canvas LMS: This class will have an accompanying Canvas learning studio. This site will give you access to the assigned articles and other readings, including the syllabus, Powerpoint lecture slides, videos and other materials presented in class. These are not meant as a substitute for attending class, but rather to facilitate your learning process.

III. Course Competencies and Learning Objectives:

Knowledge: Students will

- Recognize the diverse uses of substances across cultures, and compare various conceptions and definitions of substance misuse.
- Gain exposure to the basic psychopharmacology of misused drugs and how they impact the nervous system and body.
- Become familiar with the prevalence of substance use disorders, diagnostic criteria, their clinical presentations, and implications.
- Become acquainted with theories of substance use disorders and treatment models.
- Learn about substance use disorder (SUD) treatment methods and their empirical base.

Skills: Students will

- Develop skills in the screening, diagnosis, and assessment of persons with substance use disorders.
- Become familiar with local resources for the treatment of persons with SUDs, including mutual help groups.
- Know the basic principles of SUD treatments as a framework from which to plan treatment for specific patients, substances, and co-occurring conditions.
- Demonstrate a cultural competency skill in analyzing the influence of cultural considerations on diagnosis.
- Demonstrate an ability to diagnose substance-using clients using both DSM-5 criteria and formatting.
- Learn and apply the basic techniques of Motivational Interviewing and Relapse Prevention.

Attitudes and Awareness: Students will

- Demonstrate respectful behavior during class.
- Attend class regularly (consistent with PAU policy) and actively participate in class discussion.
- Understand the appropriate limitations of the diagnosis and treatment of substance use disorders in light of relevant research, culture and language.
- Identify, review, and revise stereotypes of persons with SUDs and SUD treatments.
- Demonstrate a willingness to self-critique own work, and receive constructive feedback from peers, TA's, and instructor.

Expectations of Professionalism:

1. Do the work: It is expected that you will have completed the readings by the day that they are listed. The readings have carefully been selected to supplement your learning and they will be addressed in class and tested on the final exam. It is expected that your work will be conducted in a professional manner and turned in on time. All papers must be written in APA Style. Students should come prepared to class and actively participate.
2. Create a safe learning environment: Be respectful of each other, the instructor, guest speakers and the teaching assistant. Active discussion of the material and concepts presented is encouraged, and

dissent in a manner that is respectful and conducive to learning is encouraged. Students should arrive to class on-time, turn on video camera, and mute audio. Please review the [Online Student Academic Success Guide](#) for resources to support online learning. **Using a cell phone or the internet during didactic instruction (e.g., web surfing, answering email, texting, instant messaging and other such activities unrelated to classwork) is detrimental to the learning environment, to student-professor relationships, and to program goals.**

3. **Communicate:** Please openly communicate with the instructor or the teaching assistant about any difficulties or concerns that arise in the class. You are also encouraged to point out what is going well, materials you find interesting, and topics that you want to learn more.
4. **Integrity:** Do your own work and do not discuss written aspects of your paper outside of class. All required papers will be submitted to *Turnitin.com* for the detection of plagiarism, and those papers will be included as source documents in the *Turnitin.com* reference database.

IV. Course Requirements:

Participation (10 points)

- Attend every class on time unless excused for a serious reason (e.g., illness, religious holiday). Anyone who comes to class more than 20 minutes late will be considered absent and missing more than 2 classes without written documentation will result in a 0 for this portion of the class.
- Complete assigned readings and be prepared for discussion of the readings. Class participation is a significant component of this course. Full points will be given to students who attend all classes, arrive on time, and who participate in the discussions and work.
- This grade will also include student's ability to meet the above requirements of professionalism. Attendance does not equal participation: Earning points is contingent on your active involvement in the class. If you do not participate in class, it will be reflected on this component of your grade.

Substances Quiz (20 points): April 22

- This quiz will cover commonly misused substances and prescription medications.
- You will be expected to know substance categories, street names, acute effects and health risks.
- You will take the exam in class on a computer through Canvas and your grade will automatically be calculated and entered into Canvas Grades.

Field Study and Reflection Paper (25 points): April 29

- Visit two online mutual peer help group meeting and write a 3-page reflection paper about your experience in APA-style (7th edition). You will be provided with a grading rubric.
- Identify and describe the online mutual peer help group(s) you visited. Emphasize your subjective experience in terms of social climate and discrepancies from your expectations. Did you learn anything that would make a difference in your recommendations or responses to clients? If you visited more than one online group, how were the groups similar or different?
- Any kind of online mutual peer help group for addictive behavior can be visited. A 12- Step group for alcohol or substances is recommended because they are the most common of online mutual peer help groups. Meetings will be "open" or "closed." Visitors are welcome at "open" groups.
- A sample of organizations is listed below.
 - <https://www.peninsulana.org/meetings>
 - <https://virtual-na.org/meetings/>
 - <https://www.smartrecovery.org/community/calendar.php>
 - <https://refugerecovery.org/meetings?tsml-day=1&tsml-type=O>
 - <https://marijuana-anonymous.org/find-a-meeting/>
 - <https://www.lifering.org/online-meeting-schedule>
 - <http://www.sossobriety.org/on-line-groups>

- https://aa-intergroup.org/directory_audio-video.php
- Upload your final paper to the Canvas Assignment.

Triple-layer Discussion Posts (10 points): Due by May 20

- Read or listen to the novel Tweak by Nic Sheff (Part One: Days 1-6).
- Create an original post on the Canvas Discussions board.
- Respond to 3 classmates' posts.
- Respond to the responses on your original post.

Discussion points should integrate Nic's experience with key topics presented throughout the course and can include a mix of reflections, critiques, implications for intervention, and other types of thoughtful comments including personal experiences.

Group Project (15 points): Due by June 3

- You will be assigned to a group with 2 other students in the course.
- Your group will choose a client with a Substance Use Disorder from one of your current or previous caseloads. If you do not have a client, please request a case vignette from the instructor.
- The group will collaboratively form a case conceptualization and initial treatment plan using the outline provided. You will be expected to apply the evidence-based approaches discussed in class and/or one of the treatment manuals provided on Canvas.
- Each group member will upload the paper to Canvas with all of your names listed and a group grade will be given to all members.

Final Examination (20 points): June 10

- The take-home final exam will consist of multiple choice questions based on texts, articles and class materials. You will be expected to know fundamental concepts presented throughout the course. The exam is not open-book and you should not confer with other individuals.
- You will have a week to take the exam on a computer through Canvas and your grade will automatically be calculated and entered into Canvas Grades.

V. Grading Structure:

Points	Letter Grade	Performance
99 - 100	A+	Superior
93 - 98	A	Excellent
90 - 92	A-	Very Good
87 - 89	B+	Good
83 - 86	B	Average
80 - 82	B-	Below Average
< 80	Fail	Unacceptable

VI. Palo Alto University Policies: (see Psy.D. Student Handbook)

- **Attendance Policy:** You must attend at least 75% of the class meetings to receive a passing grade. Students are responsible for anything that is scheduled in class. Policies regarding Student Grievances can be found in the program's student handbook.
- **Class attendance is critically important.** Please be sure to contact Dr. Haug and/or your TA in advance if you must miss class or if you anticipate that you will not be able to complete an assignment on time.
- **Student Professional Behavior and Use of Technology:** The policy of Palo Alto University requires that electronic devices be used in classes solely for classroom relevant activities, such as note taking, or presentations, or for instructor advised internet access, for example to NIH

websites. Any student found engaging in these inappropriate activities during class time will be penalized one-half of a grade (e.g., if the student would otherwise get an "A" for that course, the grade will drop to an "A-"). See Student Handbook for more information.

- **Video Recording:** This class may be video recorded. The recordings will allow students to playback lectures for review and may be reused in future courses. Recordings will automatically start and stop based on the time that is listed on the course schedule or your instructor will inform you of (a) the recording schedule and (b) the focus of the video (e.g., presenter, presenter and PowerPoint, PowerPoint only).
- **Plagiarism and Academic Integrity Policy:** Any student who commits, aids, or attempts to commit academic and professional misconduct shall be subject to remediation or disciplinary action. Academic and professional misconduct may lead to loss of credit, grade reduction, probation, suspension, or dismissal from the university, or even the revocation of a degree. In general, acting with disregard for academic and professional integrity constitutes academic and professional misconduct. See the Student Handbook for the full policy on academic and professional integrity.
- **Institutional Grade Appeals and Grievances:** See the Student Handbook.
- **Disability Accommodations:** Palo Alto University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Accordingly, no otherwise qualified disabled student shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in any academic, research, counseling, financial aid or other postsecondary education program or activity which PAU provides for all students. PAU's disabled students meet the requirements and levels of competency, required of all students in the program. In order to assist students with qualified learning, physical, and other disabilities, students who request reasonable disability accommodations (please read the appropriate sections of the Student Handbooks) must provide current documentation of any disability and other relevant information to the Office of Accessible Education.
- **International Students Courtesies:** If you are permanent resident in a non-English speaking country, and you have been in the United States for five years or less, you may apply to have a translation dictionary and an extra half-hour for testing upon showing that you are not sufficiently proficient in English because it is not your primary or equivalent language. The grading criteria are the same as for non-international students. If you are eligible for this courtesy, please present a copy of your visa or passport to the Vice President of Student Services or to the Director of your program and a letter certifying to the above eligibility.
- **Grade Appeals:** If you wish to protest a grade that you receive on an assignment, you should turn in a written proposal explaining the question or assignment, your answer, and why you should receive credit. This proposal must be turned in within 1 week of the assignment being handed back. No grades will be revised after this time period. There are no grade appeals for the final exam.

Session Agendas: Agenda may change depending on the availability of guest speakers. Readings and course topics may also shift throughout the quarter. Changes will be posted as updates on the Canvas site.

VII. Course Agenda:

Week	Date	Topics	Readings	Assignments/Due Dates/Class Activity
Wk 1	Apr 1	<ul style="list-style-type: none"> • Introduction and Overview • Stigma and Language • Dimensions of Addiction • Etiology of Addiction 	<ol style="list-style-type: none"> 1. <u>Chapter</u>: Miller et al., 2019, pp. 3-11. 2. <u>Chapter</u>: Miller et al., 2019, pp. 12-30. 3. <u>Article</u>: Kelly & Westerhoff (2010) – Substance terminology Resources: <ul style="list-style-type: none"> • NIDA Principles of Drug Abuse Treatment (2018), pp. 3-8. • CSAT An Introduction to Mutual Support Groups for Alcohol and Drug Abuse (2008). 	Video: <i>Fighting isolation to stay sober</i>
Wk 2	Apr 8	<ul style="list-style-type: none"> • Psychoactive Drugs • Biological Mechanisms • Psychopharmacology • Medication-Assisted Treatment 	<ol style="list-style-type: none"> 1. <u>Chapter</u>: Miller et al., 2019, pp. 31-50. 2. <u>Chapter</u>: Miller et al., 2019, pp. 271-292. 3. <u>Chapter</u>: The Neurobiology of substance use, misuse and addiction from The Surgeon General’s Report (2016). Resources: <ul style="list-style-type: none"> • NIDA Commonly abused drugs • NIDA Drugs, Brains, and Behavior: The Science of Addiction • NIDA Prescription Drug Abuse 	Video: <i>What is Addiction?</i> Class Activity - to be Determined
Wk 3	Apr 15	<ul style="list-style-type: none"> • Screening, Diagnosis and Assessment 	<ol style="list-style-type: none"> 1. <u>Chapter</u>: Miller et al., 2019, pp. 53-70. 2. <u>Chapter</u>: Miller et al., 2019, pp. 71-91. 3. <u>DSM-5</u>: Substance-related and addictive disorders; Review pp. 481-589. Resources: <ul style="list-style-type: none"> • NIDA Screening for Drug Use • https://www.guilford.com/add/miller11_old/assess_guide.pdf?t 	Guest Speaker: Anna Lembke, M.D. Practice SCID for DSM-5 SUD Video: <i>Empathy/OARS</i> w/Kathleen Sciacca

Wk 4	Apr 22	<ul style="list-style-type: none"> • Stages of Change • Motivational Interviewing • Brief Interventions 	<ol style="list-style-type: none"> 1. <u>Chapter</u>: Miller et al., 2019, pp. 155-167. 2. <u>Chapter</u>: Miller et al., 2019, pp. 168-176. 3. <u>Article</u>: Agerwala & McCance-Katz (2012) – SBIRT Review. <p>Resources:</p> <ul style="list-style-type: none"> • Rosengren (2009). Building Motivational Interviewing Skills. (Review pp. 88-99). • Motivational Enhancement Therapy - Manual from Project MATCH. 	<p>Substances Quiz on Canvas</p> <p>Video: <i>Change Talk</i> w/Kathleen Sciacca</p> <p>SBIRT app</p> <p>Video: <i>Brief Intervention</i></p>
Wk 5	Apr 29	<ul style="list-style-type: none"> • Mutual Help Groups • Spirituality • Policy and Advocacy • Cultural Considerations 	<ol style="list-style-type: none"> 1. <u>Chapter</u>: Miller et al., 2019, pp. 251-270. 2. <u>Chapter</u>: Miller et al., 2019, pp. 363-379 3. <u>Article</u>: Kelly et al. (2009) – Systematic review of AA 4. <u>Article</u>: Gainsbury (2017) – Cultural Competence <p>Resources:</p> <ul style="list-style-type: none"> • Twelve-Step Facilitation therapy manual from Project MATCH. • CSAT Tip 51 (2009). Substance Abuse Treatment: Addressing the specific needs of women. (Review Chapter 1 and Chapter 7). • CSAT (2012). A Provider’s Introduction to Substance Abuse Treatment for LGBT Individuals. • CSAT Tip 59 (2014). Improving Cultural Competence. (Review Chapter 3 and Chapter 5). 	<p>Reflection paper due</p> <p>Clinical Pearls: <i>Introducing 12-Step Programs in Psychotherapy</i></p> <p>Video: <i>The Anonymous People</i></p>
Wk 6	May 6	<ul style="list-style-type: none"> • Coping Skills • Cognitive-Behavioral Therapy • Implementing Evidence-based Practice 	<ol style="list-style-type: none"> 1. <u>Chapter</u>: Miller et al., 2019, pp. 177-190. 2. <u>Chapter</u>: Miller et al., 2019, pp. 403-422. 3. <u>Article</u>: Hendershot et al. (2011) – Relapse prevention <p>Resources:</p> <ul style="list-style-type: none"> • Daley & Marlatt (2008). Overcoming your alcohol or drug problem. (Review pp. 59-87). • Epstein & McCrady (2009). A CBT program for overcoming alcohol problems. (Review pp. 19-32). 	<p>Clinical Pearls: <i>Between-session skill practice in SUD treatment</i></p>

Wk 7	May 13	<ul style="list-style-type: none"> Contextual Behavior Therapies Mindfulness-based approaches 	<ol style="list-style-type: none"> <u>Chapter</u>: Miller et al., 2019, pp. 191-196. <u>Article</u>: Dimeff & Linehan (2008) – DBT for substance use <u>Article</u>: Stotts & Northup (2015) – ACT, DBT for SUD <u>Article</u>: Witkiewitz et al. (2014) – Mindfulness-based treatment <p>Resource:</p> <ul style="list-style-type: none"> Bowen et al. (2011). Mindfulness-based relapse prevention. (pp. 5-23). DBT handouts and worksheets for addiction 	<p>Guest speaker: Jennifer Bielenberg, Ph.D.</p> <p>Class Activity - to be Determined</p>
Wk 8	May 20	<ul style="list-style-type: none"> Contingency Management Adolescents and family involvement Couples Therapy 	<ol style="list-style-type: none"> <u>Chapter</u>: Miller et al., 2019, pp. 197-206. <u>Chapter</u>: Miller et al., pp. 221-227. <u>Chapter</u>: Miller et al., 2019, pp. 228-250. <u>Article</u>: Carroll (2014) – Contingency Management into practice <u>Article</u>: O’Farrell & Schein (2011) – Behavioral Couples Therapy <p>Resources:</p> <ul style="list-style-type: none"> McCrary & Epstein (2009). Workbook for Couples. NIDA (2014). Principles of Adolescent Substance Use Disorder Treatment: A Research-based Guide. 	<p>Discussion Posts Due</p> <p>Case Vignette</p> <p>Class Activity - to be Determined</p>
Wk 9	May 27	<ul style="list-style-type: none"> Dual Diagnosis Integrated treatments for Co-occurring Disorders 	<ol style="list-style-type: none"> <u>Chapter</u>: Miller et al., 2019, pp. 295-310. <u>Chapter</u>: Miller et al., 2019, pp. 311-330. <u>Article</u>: Buckner et al. (2019). I-CBT for cannabis and anxiety <u>Article</u>: Haller et al. (2016). I-CBT vs. CPT for depression, SUD, trauma <u>Article</u>: Van Emmerik-van Oormerssen (2019). I-CBT for ADHD and SUD <p>Resources:</p> <ul style="list-style-type: none"> Najavits (2002). Seeking Safety. (Review pp. 1-62). Batten et al., (2009). ACT for Comorbid PTSD and SUD 	<p>Case Vignette Discussion</p> <p>Class Activity - to be Determined</p>
Wk 10	Jun 3	<ul style="list-style-type: none"> Harm Reduction Vaping and ENDS Medical cannabis Psychedelic-Assisted Psychotherapy 	<ol style="list-style-type: none"> <u>Chapter</u>: Miller et al., 2019, pp. 380-402. <u>Article</u>: Logan & Marlatt (2010) – Harm reduction therapy <u>Article</u>: Hajek et al. (2019) – RCT of E-cigarettes vs. NRT <u>Article</u>: Reiff et al., (2020) – Psychedelics and Psychedelic-Assisted Psychotherapy <u>Article</u>: Stuart-Maver (2020) – Medical Cannabis <p>Resources:</p>	<p>Group Project due</p> <p>Clinical Pearls: <i>Exploring Benefits of Addictive Behaviors with Clients</i></p>

			<ul style="list-style-type: none">• NIDA (2014). Drug Abuse and HIV.	
Wk 11	Jun 10	<ul style="list-style-type: none">• Final Exam due	<ul style="list-style-type: none">• See Study Guide on Canvas	Take-home Final Exam due

Appendix A: California Board of Psychology – Laws and Regulations Relating to the Practice of Psychology, Article 3. Education and Experience.

§ 1382.3. Training in Alcoholism/Chemical Dependency Detection and Treatment.

The requirements set forth in Section 2914 (e) of the code shall be satisfied by completion of a graduate level course which meets the following criteria:

- (a) The course shall be devoted solely to the topic of alcoholism and chemical dependency detection and treatment and shall not be less than a semester or a quarter term in length.
- (b) The course must be obtained at an educational institution, or in an extension course offered by an institution, which is either credited under Education Code Section 94310.1, or approved under Education Code Section 94310.2, by the State Department of Education.
- (c) An original transcript indicating successful completion of the course shall be deemed sufficient evidence for purposes of satisfying this requirement.
- (d) The course shall include training in each of the following subjects as they relate to alcoholism and chemical dependency:
 - (1) The definition of alcoholism and other chemical dependency, and the evaluation of the user.
 - (2) Current theories of, and research on, the etiology of substance abuse.
 - (3) Physiological and medical aspects and effects of alcoholism and other chemical dependency.
 - (4) Psychopharmacology and the interaction of various classes of drugs, including alcohol.
 - (5) Diagnosing and differentiating alcoholism and substance abuse in patients referred for other clinical symptoms, such as depression, anxiety, psychosis, and impotence.
 - (6) Populations at risk with regard to substance abuse.
 - (7) Cultural and ethnic considerations.
 - (8) Prenatal effects.
 - (9) Adolescent substance abuse.
 - (10) Implications for the geriatric population.
 - (11) Iatrogenic dependency.
 - (12) Major treatment approaches to alcoholism and chemical dependency, including research and application.
 - (13) The role of persons and systems which support or compound abuse.
 - (14) Family issues which include treatment approaches with families of alcoholics and/or substance abusers.
 - (15) The process of referring affected persons.
 - (16) Community resources offering assessment, treatment and follow-up for the abuser and family.
 - (17) Ethical and Legal issues for clinical practice.
 - (18) Prevention of substance abuse.

NOTE: Authority cited: Section 2930, Business and Professions Code. Reference: Section 2914(e), Business and Professions Code.

HISTORY:

1. Change without regulatory effect renumbering former section 1387.6 to section 1382.3 filed 2-19-2002 pursuant to section 100, title 1, California Code of Regulations (Register 2002, No. 8).
2. Change without regulatory effect amending first paragraph and subsection (d)(1) and adding subsection (d)(5) designator filed 8-20-2002 pursuant to section 100, title 1, California Code of Regulations (Register 2002, No. 34).