

Graduate Seminar in Human Services Psychology:  
Etiology and Treatment of Addictive Behaviors  
PSYC 750  
Thursday 2:30 to 5:15PM MP002  
Fall 2016

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TEXTS

DiClemente, C.C. (2003 ; paper 2006) (CDC). *Addiction and Change: How Addictions Develop and Addicted People Recover*. New York: Guilford Press.

Miller, W.R. & Carroll, K. M. (2006) (M & C) *Rethinking Substance Abuse: What the Science Shows, and What We Should Do about It*. New York: Guilford Press

Additional Readings selected from the following books and other articles as assigned:

Connors, G, DiClemente, CC, Velasquez, MM, & Donovan DM. (2013) (CDD) *Substance Abuse Treatment and the Stages of Change: Selecting and Planning Interventions (Second Edition)*. New York: Guilford Press.

Fletcher, A.M. (AMR) (2013) *Inside Rehab: The Surprising Truth about Addiction Treatment*. New York: Penguin Group.

Fletcher, A.M. (AMS) (2001) *Sober for Good: New Solutions for Drinking Problems – Advice from Those who have Succeeded*. New York, Houghton Mifflin.

Marlatt, G.A., Larimer, M.E., Witkiewitz, K. (MLW) (2012) *Harm Reduction, Pragmatic Strategies for Managing High Risk Behaviors (Second Edition)*. New York: Guilford Press.

McCrary, BS & Epstein, EE (Eds.) (M&E) (2013) *Addictions: A Comprehensive*

Guidebook. Second Edition, New York, Oxford University Press.

Miller, WR, Forechimes, AA, Zweben, A. (MFZ) (2011) Treating Addiction: A guide for Professionals. New York: Guilford Press.

Walters, S.T. & Rotgers, F. (WR) (2012) (Editors) Treating Substance Abuse: Theory and Technique (third edition). New York: Guilford Press

Velasquez, M., Crouch, C., Stephens, N & DiClemente, CC (VCSD) (2015) Group Treatment for Substance Abuse: Stages of Change Therapy Manual (Second Edition). New York: Guilford

#### Description:

This course examines the biological, psychological and social factors related to how addiction develops and how individuals with addictions move through the process of recovery. The focus will be on the process of change that underlies both initiation and cessation of addictive behaviors and how influences interact with that process

#### Requirements:

All students will be required to complete readings for the week and to lead class discussions on a topic or reading assigned on a rotating basis. All students are expected to participate in class discussions by making at least one contribution each class. Each week students will be required to post comments on blackboard about the readings by Wednesday at noon. In addition, each student will be required to make one in class presentations with handouts highlighting key issues on a specific topic. A final paper of 12 to 15 pages in length will also be required.

Grades will be based class participation (20%), in class presentation (20%), discussion postings (20%), and final paper (40%).

**Class Participation (20%).** Your class attendance and participation in discussions are critical. To obtain a passing participation grade, it is expected that you will have at least one thing to contribute to class discussion each day. Higher grades (i.e., A's & B's) will be awarded to students who participate throughout the discussion on most days. A check, check plus or check minus system will be used to track participation and students not participating will be given notice of the first check minus. Assigned readings, participatory activities, projects and other activities that

help integrate and apply the knowledge will supplement class lectures. Students will be asked to participate in and/or prepare some of these activities.

**Individual Presentation (20%).** During the semester each student will be asked to prepare a presentation of about 20-30 minutes focused on a particular aspect of the course material. This year presentations will focus on several key themes: Neuroscience and Addiction; Self-Regulation and its role in initiation or recovery; Specific Mechanisms of Change for Initiation and Recovery, Implicit Cognitive Processes in the early stages of initiation and in recovery. Presentations should be based on the empirical literature and readings from core topics and thematic areas. They will be graded on relevance of material presented, depth and breadth of content, and overall presentation style.

**Blackboard discussion postings based on readings (20%).** Each week you will receive a reading assignment. Readings will be available from assigned textbooks or on Blackboard in a PDF format. Please be sure to complete all readings prior to class and be ready to discuss those readings during the class. Every week, students will post discussion points or questions to Blackboard by 12PM on the day before class (i.e., by Noon every Wednesday). Discussion points/questions should be brief and focused on the key topics and questions for that class and can include a mix of reflections, critiques, implications for application to prevention or intervention, and other types of thoughtful comments including personal experiences.

The length of the posting should be about one page of text (bullet points are fine as long as the discussion point is understandable). All class members are asked to view the responses that are posted before coming to class. Postings will be graded using a check system (check, check plus, or check minus) based on the amount of effort put into the posting and the relevance to the week's readings. I will provide you feedback on your responses if I have any concerns or consider posts to be a check minus. A preponderance (90%) of check and check plus grading is needed to achieve an "A" for this assignment.

**Final Paper (40%).** A final paper will be due one week after the final class and will comprise 40% of your grade. Topic of the paper will focus on a specific area of initiation or recovery from addictions that can include prevention, treatment, epidemiology, assessment, policy, and research. This paper will either (1) critically review and comment upon a construct, perspective or issue in addictive behavior etiology, assessment or treatment; (2) explore in depth one aspect of the presentation topics outlined above; or (3) design a study that would address a critical question in the area of the addictive behaviors (question, relevant

literature, subjects, design, measures). Responses will be graded for content, organization, clarity, integration of course content material, creativity, and scientific precision. You will be evaluated on your critical thinking, your unique and innovative perspective, and good expository writing skills.

**Topics for presentation and final paper should be discussed and finalized with the professor ahead of time.**

#### Statement on Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty and undermine the integrity of education, research and teaching. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. Psychologists also have a code of ethics that preclude all these behaviors as well. Information about Academic Conduct Policy is available on the Graduate School website as well as other UMBC publications. Remember that taking written or verbal content from internet or other sources without quoting and referencing constitutes plagiarism.

The Graduate School of UMBC has established policies and sanctions to address academic misconduct among graduate students. Some forms of academic misconduct that may be applicable to students in a graduate course include fabrication or falsification of information (e.g., making up references for a paper), plagiarism, cheating, and facilitating the academic dishonesty of another student. Although I am confident that it will not occur in this course, if I discover any of these forms of misconduct are occurring I am obligated to pursue punitive action against the graduate student at both the department and university levels. Please make sure you are familiar with these policies by reading the information provided at <http://www.umbc.edu/gradschool/procedures/misconduct.html>.

#### Statement on Diversity

UMBC is committed to diversity at all levels and seeks to create a campus community that is rich in intellectual, cultural, and ethnic diversity. Diversity is defined in its fullest scope embracing racial and ethnic identity, gender identity, sexual orientation, religious affiliation, disability, foreign nationality, non-traditional student status, family income, body size, and other important

characteristics. All participants in this class—including the professor, teaching assistant(s), and students—should strive to create an atmosphere that welcomes, encourages, and respects all members of the class and diverse viewpoints. During this course many viewpoints may challenge your thinking on a topic. This course, in particular, deals with a highly stigmatized population in our society and students are encouraged to understand and challenge the stigma surrounding substance abuse, addiction and dual disorders.

SYLLABUS: Topics and Readings

### **September 1 - Introduction to the Addictive Behaviors and Course Overview**

TOPICS: Definitions of Addiction & Addictive Behaviors. Are all habitual negative behaviors addictive? Is Chocolate addictive? Are addictions compulsions? What are the key dimensions and mechanisms? Distinctions between Use, Misuse, Use Disorders and Dependence as these terms relate to Alcohol, Illegal Drugs and Substances, Nicotine, nonprescription use of prescription medications, and other possible addictive behaviors like Gambling, Sex, and Eating Disorders. What are the commonalties and differences among addictive behaviors? Who can get addicted? What are the key myths and realities about Addiction and Addictive Behaviors? What do we know about addiction from personal experiences and media portrayals of people engaging in addictive behaviors?

Readings: Before the class please read the story of Adi Jaffe on the [www.allaboutaddiction.com](http://www.allaboutaddiction.com) website in the About A3 pull down and look at his blog also on the website.

Read over the Science of Addiction NIDA fact sheet on Blackboard (BB)

Please explore social media and look up other addiction websites, TV shows, and movies that highlight addiction. We will discuss your reactions

### **September 8 - Epidemiology and etiology of Addictive Behaviors: a bio-psycho-social perspective**

TOPICS: Epidemiology of addictions. How are addictive behaviors evaluated in our society? Are there cultural and ethnic differences among addictions? Traditional models used for understanding the development of addictive behaviors and emerging multidimensional models. Addictions are an example of multiple determinants in search of an integrative perspective? Addiction and Change: A process perspective for initiation and recovery. How could various individual and environmental influences interact to create an addiction? Are influences additive, multiplicative, interactive, or singular? How would you measure addictions?

READINGS: CDC 1 & 2; M & C 1

Fenton, MC, Aivadyan, C & Hassin D (2013) Epidemiology and Diagnosis (Chapter 4) In M & E, (BB)

Wagner, FA & Anthony, JC (2002) From first drug use to drug dependence: Developmental periods of risk for dependence upon marijuana, cocaine, and alcohol. *Neuropharmacology*, 26(4), 479-488 (BB)

Explore the NIDA website at [WWW.drugabuse.gov](http://WWW.drugabuse.gov) to look at Health effects of specific drugs. Browse the website to see the publications and lists of topics that are of interest to NIDA.

Skim the Monitoring the Future Overview of Findings – 2015 (BB)

Johnston, L. D., O'Malley, P. M., Miech, R. A., Bachman, J. G., & Schulenberg, J. E. (2016). *Monitoring the Future national survey results on drug use, 1975-2015: Overview, key findings on adolescent drug use*. Ann Arbor: Institute for Social Research, The University of Michigan.

## **September 22 - Initiation of Addictive Behaviors: Developmental issues, Risk and Protective Factors, and initiation**

TOPICS: Are addicts born and not made: The role of genetic and environmental factors in addiction? Is it Bad brain, bad seed, or normal adolescence? What is the role of the search for innovation and excitement? Physiology of addictions; Rewards and reinforcements; Adolescence and the initiation of drug use: Growing up, impulsivity,

risk-taking, rebellion. Protective factors: can families make a difference? How do nature and nurture interact in initiation? What are the Individual, Family and Social contributions to the vulnerability to Addictions and to Substance Abuse and Dependence?

READINGS: M & C 3, 4, 7

Cleveland, MJ, Feinberg, ME, Bontempo, DE, Greenberg, MT (2008) The Role of Risk and Protective Factors in Substance Use across Adolescence. *Journal of Adolescent Health*, 43(2), 157-164. (BB)

Brody, GH, Beach, SRH, Philibert, RA, Chen, Y, Lei, MK, McBride Murray, V & Brown, A. (2009) Parenting moderates a genetic vulnerability factor in longitudinal increases in youths' substance use. *JCCP*, 77, 1-11. (BB)

Perry, JL & Carroll, ME. (2008) The Role of Impulsive Behavior in Drug Abuse. *Psychopharmacology*, 200 (1), 1-26. (BB)

Oxford, ML, Harachi, TW, Catalano, RF and Abbot, RD. (2000) Preadolescent predictors of substance initiation: A test of both the direct and indirect and mediated effects of family social control factors on deviant peer associations and substance Initiation. *Am. J. Drug Alcohol Abuse*, 27(4), 599–616. (BB)

Review abstracts posted on blackboard on Trajectories of initiation (part I and part 2). These are a list of articles from several searches looking for how initiation develops. (BB)

## **September 29 - Initiation of Addictive Behaviors: The Well Maintained Addiction**

TOPICS: What constitutes the end state of an addiction? What are tolerance, dependence, and the other DSM criteria for diagnosing an addiction? DSMV and ICD10 and their taxonomies; Are dependence and addiction the same? How long does it take to get there and how long do individuals stay addicted? How young can a person be and be given a diagnosis of addiction? How can an addiction be maintained over time? What happens with

consequences and problems? Are there differences in the initiation process among various types of addictions? Are there developmental periods where excessive engagement in addictive behaviors is normative? Are addictions naturally time limited? What is the role of self-control?

Readings: CDC 3; M & C 12;

Volkov, ND, Koob, GF, McClellan, AT. (2016) Neurobiologic Advances form the Brain Disease Model of Addiction. *NEJM*, 374: 363-371. (BB)

White, H.R. Jarrett, N, Valencia, EY, Loeber, R. & Wei, E. Stages and Sequences of Initiation and Regular Substance Use in a Longitudinal Cohort of Black and White Male Adolescents. *Journal of Studies on Alcohol and Drugs*, 68: 173-181, 2007.

Kirisci, L Tartar, R, Mezzich, A, Vanyukov, M (2007) Developmental Trajectory Classes in Substance Use Disorder Etiology. *Psychology of Addictive Behaviors*, 21, (3), 287-296.

Please review the DSM 5 criteria for substance use disorders and google the ICD classification system which is being used for classifications for insurance purposes.

Daugherty, R & DiClemente, CC (In Progress) Redefining Dependence. Paper from Prevention Research Institute. This is a concept paper on how to understand current paradigms of Addiction and Alcoholism and redefine substance use disorders. (BB)

## **October 6 - Initiation of Addictive Behaviors; Assessment of Critical Dimensions of Initiation and Cessation**

TOPICS: Understanding the beginning of initiation. The path from experimentation to casual use to abuse: gateway behaviors or complicating problems. How do we capture the various dimensions of addictive behaviors in initiation and cessation? How does epidemiology help or hinder our understanding of use, abuse, dependence? Assessing behavior and intentions; Assessing Quantity,



Frequency, and Problems; Evaluating multiple aspects of the problem and the solution: Alcohol expectancies; Attributions; Self-Efficacy; other cognitive assessments. Influences from the micro and macro environment; settings and cues: Physiological markers of alcohol, tobacco and drugs.

READINGS: CDC 4

McCabe, SE, Schulenberg, JE, O'Malley, PM, Patrick, ME & Kloska, DD. (2013) Non-medical use of prescription opioids during the transition to adulthood: a multi-cohort national longitudinal study *Addiction*, **109**, 102–110.

Connors, G DiClemente, CC Velasquez, MM & Donovan, D (2013) Chapter 3 Assessment. In *Substance Abuse Treatment and the stages of Change* (second edition) New York: Guilford Press. (BB)

Maisto, S Krenek, Chung, T Martin, Clark & Cornelius. (2011) Comparison of the Concurrent and Predictive Validity of Three Measures of Readiness to Change Marijuana Use in a Clinical Sample of Adolescents. *Journal of Studies on Alcohol and Drugs*, 72, 592-601. (BB)

DiClemente, C.C., Schlundt, D., & Gemmell, L. (2004). Readiness and stages of change in addiction treatment. *American Journal on Addictions*, 13(2), 103-119. (BB)

DiClemente, Carbonari, Montgomery & Hughes (1994) The Alcohol Abstinence Self-Efficacy Scale. *Journal of Studies on Alcohol*, 55, 141-148. (BB)

Shiffman, S. (2009) Ecological Momentary Assessment (EMA) in Studies of Substance Abuse. *Psychological Assessment*, 21, 486-497.

Blanchard, Morgenstern, Morgan, Labouvie & Bux (2003) Assessing consequences of substance use: psychometric properties of the Inventory of Drug Use consequences. *Psychology of Addictive Behaviors*, 17, 328-331.

**October 13 - The Preparation and Action Stages of the Process of Initiation of Addiction and Prevention of Addiction**

TOPICS: Preparation and Action stages of change perspective on the initiation of addictive behaviors. The process of becoming addicted: is it inevitable and uncontrollable? Are there multiple paths but the same process or multiple processes but the same path or multiple paths and multiple processes? Self-regulated use and addiction? How do Action and Maintenance differ? Primary and Secondary prevention viewed in light of the stages of change. What are we trying to prevent? Supply side prevention interventions versus demand side interventions. Good intentions and bad prevention? Current views and practices related to drug abuse prevention

READINGS: CDC 5 & 11

Stockwell, T, Toumbourou, JW, Letcher, P, Smart, K, Sanson, A, Bond, L (2004) Risk and protection factors for different intensities of adolescent substance use: when does the Prevention Paradox apply? *Drug and Alcohol Review* (March 2004), 23, 67 – 77.

Skenderian, JJ, Seigel, JT, Crano, WD, Alvaro, EE, Lac, A. (2008) Expectancy Change and Adolescent Intentions to Use marijuana. *Psych of Addictive Behaviors*, 22, 563-69.

Henggeler, S.W., McCart, MR, Cunningham, PB, & Chapman, JE (2012) Enhancing the effectiveness of juvenile drug courts by integrating evidence-based practices. *JCCP*, 80(2), 264-275.

Weirs, RW, Bartholow, BD, van den Wildenberg, E, Thush, C, Engles, R, Sher KJ, Grenard, J, Ames, SL, Stacy, AW (2007) Automatic and controlled processes and the development of addictive behaviors in adolescents: A review and a model. *Pharmacology, Biochemistry & Behavior*, 86(2), 263-283

Review abstracts on the Role of Experimentation (BB)

[www.abovetheinfluence.com](http://www.abovetheinfluence.com) evaluate the ads and the activities

**October 20 - How are addictive behaviors related to other life problems?**

TOPICS: Can someone have a single dependence on a single addictive behavior with no other problems? Comorbidity, complications, and adjustment prior to and after addiction. Multiple problems. The Context of Change. Ethnographic views of substance use; Special populations

READINGS: M & C 8 & 13

Christensen, RC, Hodgkins, CC, Garces, LK, Estlund, KL, Miller, MD, Touchton, R (2005) Homeless, Mentally Ill and Addicted: the Need for Abuse and Trauma Services. *Journal of Helathcare for the Poor and Underserved*, 16, 615-621.

Tims, FM, Dennis, ML, Hamilton, N, Buchan, BJ, Diamond, G, Fund, MG, Brantley, LB (2002) *Addiction*, 97, (Supplement!) 46-57.

Lorains, FK, Cowlshaw, S, & Thomas, SA (2011) Prevalence of comorbid disorders in pathological gambling: systematic review and meta-analysis of population surveys. *Addiction*, 106, 490-498.

Whelan R. et al (2014) Neuropsychosocial profiles of current and future adolescent alcohol misusers. *Nature*, 512 (August, 2014) 185-202.

### **October 27 - Changing Addictive Behaviors: the paths to recovery**

TOPICS: How people change addictive and other behaviors. Is there a common process? Is that process chaotic or organized? Does treatment require natural change or “spontaneous recovery”? Why don't addicted individuals come in for treatment? Is there a difference between treatment planning and change planning? Who decides to enter treatment? What is the role of self-regulation? What can brief interventions to promote change?

READINGS: M & C 6;

Baumeister, RF & Vonasch, AJ (2015) Uses of self-regulation to facilitate and restrain addictive behavior. *Addiction Behaviors*, 44, 3-8. (BB)

Bloomquist, J. (2002) Recovery with and without Treatment: A comparison of resolutions of alcohol problems and drug problems. *Addiction Research and Theory*, 10,2, 119-158. (BB)

Cunningham, J.A., Wild, T.C., Koski-Jannes, Anja, Cordingley, J. & Tonneatto, T. (2002) A Prospective Study of Quit Attempts from Alcohol Problems in a Community Sample: Modeling the processes of change. *Addiction Research and Theory*, 10, 2, 159-173. (BB)

Webb, TL & Sheeren, P. (2006) Does changing behavioral intentions engender behavior change? A meta-analysis of experimental evidence. *Psychological Bulletin*, 132(2), 249-268. (BB)

Amy O'Donnell, Peter Anderson<sup>1</sup>, Dorothy Newbury-Birch, Bernd Schulte, Christiane Schmidt, Jens Reimer and Eileen Kaner (2013) The Impact of Brief Alcohol Interventions in Primary Healthcare: A Systematic Review of Reviews. *Alcohol and Alcoholism* pp. 1–13, doi: 10.1093/alcalc/agt170 (BB)

## CLASS PRESENTATION

### **November 3 - Motivation, Contemplation, and Decision Making in Addictive Behavior Change.**

TOPICS: Personal assessment needed for change; Motivation for treatment and for change; implicit cognition and its influence on motivation and change: Is addiction or change a rational, explicit choice? Contemplation and/or procrastination; Ambivalence, decisional balance and decision making; disease model and assessment of decision-making. Motivation and brain activity

READINGS: M & C 9: CDC 6 & 7

DiClemente CC, Doyle, SR, & Donovan, D (2009) predicting Treatment Seekers Readiness to Change Their Drinking Behavior in the Combine Study. *Alcoholism: Clinical and Experimental Research*, 33(5), 879-892.

Cahill, MA, Adinoff, B, Hosig, H, Muller, K, & Pulliam, C. (2003) Motivation for treatment preceding and following a substance abuse program. *Addictive Behaviors*, 28, 67-79.

Houben, K & Weirs, RW (2009) Response inhibition moderates the relationship between implicit associations and drinking behavior. *Alcoholism Clinical and Experimental Research*, 33(4), 626-633.

Miller, WR and Rose, GS (2013) Motivational Interviewing and Decisional Balance: Contrasting Responses to Client Ambivalence. Behavioural and Cognitive Psychotherapy,

NIH Conference on Neuroplasticity and Behavior Change Report, pages 5-11 and 25-28. BB

## PRESENTATION

### **November 10 - Beginning to take Action to break addictive behavior patterns: medical and psychosocial interventions.**

TOPICS: How to begin to break an addiction. Managing the early physiological effects. Craving versus temptation. Common elements for successful modification; types of action programs; action assessment; inpatient versus outpatient programs. Pharmacotherapy and other services

READINGS: CDC 8; M & C 14, 15

Petry et al., (2005) Effect of prize-based incentives on outcomes in stimulant abusers in outpatient psychosocial treatment programs. Archives of General Psychiatry, 62, 1148-1156.

Carey, KB, Henson, Carey, MP, Maisto, SA (2009) Computer versus In-Person Interventions for students violating campus alcohol policy. JCCP, 77, 74-87.

Reading from Anne Fletcher Rehab book on BB Chapters 2 & 6

Google SAMHSA SBIRT for information of screening and brief intervention protocols and look at training materials developed for SBIRT at UMMS ([www.sbirt.umaryland.edu](http://www.sbirt.umaryland.edu)).

## PRESENTATION

### **November 17 - Building on early Success: the initial steps to making change last**

TOPICS: After the initial success what is needed to continue through the early phases; social support and family involvement; self-help support groups; community reinforcement. Skills for coping with life and new directions; Recovery or Cessation

READINGS: CDC 9; M & C 10 & 11

Humphreys, K. (2004) *Circles of Recovery: Self Help Organizations for Addictions*. Cambridge University Press. Chapters 3 & 4, pp. 99-127.

McKellar, J, Stewart, E, Humphreys, K (2003) Alcoholics anonymous involvement and positive alcohol-related outcomes: cause, consequence, or just a correlate? A prospective 2-year study of 2,319 alcohol-dependent men. *JCCP*, 71(2), 320-308.

Meyers, RJ, Roozen, HG, Smith, JE (2011) The Community Reinforcement Approach: an update of evidence. *Alcohol Research and Health*, 33(4), 380-388.

## **CLASS PRESENTATION**

**November 24 – Thanksgiving No Class**

**December 1 - Maintenance, Relapse, and Recycling.**

TOPICS: Role of relapse; recycling; terminal maintenance vs. termination; survival analysis for relapse; skills vs. motivation; dealing with contextual problems; dual diagnosis and other problems; relationship with other systems; Role of spirituality; assessment of relapse; aftercare or continued care.

READINGS: CDC 10; M& C 16

Witkeiwicz, K, (2008) Lapses following Alcohol Treatment: Modeling Falls from the Wagon. *J. Stud. Alcohol Drugs* **69**: 594-604. (BB)

DiClemente, CC Counting drinks needs a broader view of the process. Commentary on Maisto et al., (In Press), *Alcoholism Clinical and Experimental Research*. (BB)

DiClemente, CC, Holmgren, M, Rounsaville, D and Corno, C, Graydon, ME, Knoblach, D. & Wiprovnick, A. (In Press) Relapse Prevention in B. Johnson (Ed) Addiction Medicine. (Second Edition) New York, Springer. (BB)

Hortensia Amaro, Suzanne Spear, Zayda Vallejo, Kerith Conron and David S. Black (2014) Feasibility, Acceptability, and Preliminary Outcomes of a Mindfulness-Based Relapse Prevention Intervention for Culturally-Diverse, Low-Income Women in Substance Use Disorder Treatment. Substance Use & Misuse,49:547–559. (BB)

Fletcher A. Sober for Good Chapters 8 and 9. (BB)

## **CLASS PRESENTATION**

### **December 8 - Special needs populations, Harm reduction. New directions for understanding, assessing and treating addictive behaviors?**

TOPICS: What are the critical questions that are left to address in the area of addictive behavior prevention and treatments? Are there some small changes that would lead to large effects on reducing the prevalence or damage? Movement through the stages of recovery; dynamic vs. static treatment matching; Are innovative treatments possible?

READINGS: CDC 12 & 13

Marlatt, G.A. (1998) Basic Principles and Strategies of Harm Reduction. IN G.A. Marlatt (Ed.) harm Reduction. New York: Guilford Press. Chapter 3, pp 49-66.

Parsons et al (2004) Alcohol use and stigmatized sexual practices of HIV seropositive gay and bisexual men. Addictive Behaviors 29, 1045-1051.

Orford et al., (2006) The client's perspective on change during treatment for an alcohol problem: qualitative analysis of follow-up interviews in the UK Alcohol Treatment Trial. Addiction, 101, 60-68.

Explore [www.whitehouse.gov/ondcp/special-population](http://www.whitehouse.gov/ondcp/special-population) for Office of National Drug Control Policy Strategies. (Please review key points)

## **CLASS PRESENTATION**

### **December 15 - Policy, Programs, Innovation, and Supply side approaches to managing addictions**

TOPICS: What do we know and where do we go? Addiction and Change. Benefits of a process of change perspective; Societal and cultural issues in addiction. Can policy change addictive behaviors? Demand and Supply perspectives.

READINGS: M & C 17 & 18

DiClemente, CC (In Press) Chapter 13 for Revised Addiction and Change (BB)

Weirs, RW, Rinck, M, Kordts, R, Houben, K, & Strack, F (2010) Retraining automatic action-tendencies to approach alcohol in hazardous drinkers. *Addiction*, 105, 279-287.

Heather, N, Honekopp, J, Smailes, D on behalf of the UKATT Research Team. (2009) Progressive stage transition does mean getting better: a further test of the Transtheoretical model in recovery from alcohol problems. *Addiction*, 104, 949-958.

Executive Summary of U.S. Department of Health and Human Services (HHS), Office of the Surgeon General, *Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health, Executive Summary*. Washington, DC: HHS, November 2016.

**December 15, 2014 Final Papers Due**