

Issues in Chemical Dependency
PSY 6116
There is no course website
Alliant International University, San Diego
California School of Professional Psychology

Fall 2018

Location: TBA
Meeting Time: Section 1: Wednesdays, 3:30pm to 5:20pm;
Section 2: Wednesdays, 5:30pm to 7:20pm

Instructor: A. Tom Horvath, Ph.D., ABPP
Office hours: By appointment
E-mail: tom.horvath@practicalrecovery.com
Phone: (858) 546-1100 x222 (email much preferred)

TA: Maureen Hallett, maureen.m.hallett@gmail.com

Credentials of Instructor: Dr. Horvath is a California licensed and board certified clinical psychologist (ABPP). He has specialized in providing psychological services for problematic addictive behavior since 1985. He has conducted over 40,000 psychotherapy sessions related to addictive behavior, been the owner and clinical director of outpatient, sober living and residential addiction treatment facilities, written a workbook on overcoming addictions that has been recognized by the Association for Behavioral and Cognitive Therapies (ABCT) and *Self-Help That Works* (Norcross & Campbell, Eds.), published six peer reviewed papers and seven book chapters on addiction and recovery, been the president of SMART Recovery for 20 years, maintained the Certificate of Proficiency in the Treatment of Alcohol and Other Psychoactive Substance Use Disorders of the American Psychological Association's (APA) College of Professional Psychology from the inception of that Certificate in 1996 until it ceased existence in 2018, been a president of APA's Division on Addictions (The Society of Addiction Psychology, Division 50), been elected as a Fellow of the APA from that Division and a fellow of the Association for Behavioral and Cognitive Therapy, taught dozens of continuing education courses on addiction and recovery, and taught this specific course since 2010.

Grading options: Letter grade, for two (2) credit hours

I. Rationale for Course: This course exists 1) to meet a state requirement that mental health professionals have a chemical dependency course as part of their training, 2) to prepare students for the high likelihood that they will encounter problematic addictive behavior as part of their clinical work, even if only as a comorbid condition to other disorders they are working with, 3) to assist the student in understanding the connections between their other clinical training and their work with problematic addictive behavior, 4) to prepare the student to provide basic assessment and treatment of problematic addictive behavior and 5) to prepare the student to address the significant gaps between popular and quasi-

professional ideas about problematic addictive behavior and the scientific literature on this subject.

The course fits into the field of clinical psychological work because it difficult to be an adequate clinical professional if one is unable to address one of the primary categories (along with depression and anxiety) of emotional and behavioral problems. The clinical program aims to create adequately prepared mental health professionals, and basic knowledge about problematic addictive behavior, and how to address it, is a component of that preparation. Although professional standards in this aspect of mental practice are minimal at present, the student will be prepared to meet emerging standards, and will have established a foundation for obtaining relevant credentials when they become available.

II. Course Description, Purpose, Student Learning Outcomes and Assessment

A. Course description

This course provides an overview of the treatment of problematic substance use specifically, and of the treatment and prevention of problematic addictive behavior generally. This course meets the requirements for chemical dependency education as established by California mental health licensing laws. Students will gain an introductory level of information on the following state-required topics:

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 and addiction.
3. Physiological and medical aspects and effects of drug and alcohol abuse.
4. Psychopharmacology and the interaction of various classes of drugs, including alcohol.
5. Diagnosing and differentiating alcohol and other substance abuse problems in patients referred for other clinical symptoms, such as depression, anxiety, psychosis, and impotence.
6. Populations that are at risk with regard to substance abuse.
7. Cultural and ethnic considerations in chemical dependency.
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.

B. Purpose of the course:

Students will learn how to conduct basic assessment of problematic addictive behavior, how to conduct basic motivational interviewing, how to teach basic coping with craving, how to conduct basic alcohol moderation training, and how to provide scientifically accurate information about the range of topics covered in the course, in order to function as a competent generalist clinical psychologist.

C. Specific learning outcomes:

The student will

- 1) Recall basic psychopharmacology concepts and use them as a guide to conducting an assessment of substance use.
- 2) Recall multiple theories of problematic addictive behavior and use them as a guide for assessment and intervention.
- 3) Identify behaviors and experiences that meet and do not meet DSM5 criteria for a substance use disorder.
- 4) Recall how to engage a client around addictive behavior issues without eliciting psychological reactance or denial.
- 5) Recall how to teach basic information about coping with craving
- 6) Recall the overall strategy and the typical methods for achieving alcohol moderation.
- 7) Relate current popular and quasi-professional concepts about problematic addictive behavior to the relevant professional and scientific literature.
- 8) Apply the concepts of clinical ethics to these disorders.
- 9) Recognize and analyze her/his own views about substance use and begin to identify inconsistencies within them.
- 10) Develop basic knowledge about a specific evidence-based substance use disorder treatment.
- 11) Identify gender, gender identity, sexual orientation, culture, sub-culture, race, class, ethnicity and other diversity factors that apply to addictive behavior.

D. Instructional strategy:

Classes will include lecture, slide presentation, handouts, discussion and tests. Between classes there are assigned and optional readings, and optional video.

E. Multicultural and international issues:

The experiences of the students, and examples brought by the instructor, will be used to illustrate the multicultural and international issues that can be relevant to addictive behavior.

F. Description of course requirements and assessment methods:

1) Papers: Three papers in APA style are required. All papers are to be turned in hard copy, double-spaced, one-inch margins all around, with 12-point font.

a) 6.5 to 7 pages (not including title page, abstract, or reference list)

Present your personal perspective about substance use, to include at least three issues: 1) With respect to your own use of substances, which distinctions are important to you and why? For instance, would you use: Any legal substance, but not an illegal one? Any “soft” drug, but not a “hard” one? Only hallucinogenic (“teaching”) substances but not pleasurable ones? Socially but not alone? On weekends but not weeknights? Only to the point of getting mildly intoxicated but not highly intoxicated? Caffeine and/or nicotine, but no other psychoactive substances? etc. 2) How should society respond to individuals who a) use and b) over-use substances? 3) How should health care licensing boards (such as the one you hope to be under the jurisdiction of) respond to licensees who a) use and b) over-use substances?

You will be graded on the coherence, organization and lack of redundancy of your paper, and how thoroughly you address all three issues identified in the previous paragraph. It is hoped that you will discover inconsistencies in your own position, and identify them without necessarily resolving them in the paper. Your specific position on drug use will have no influence on the grade. For instance, your position may be that all drug use is bad and drug users should be executed (like Singapore), or that use of any drug at any time is a personal choice that should not be of concern to the state (like Portugal), or anywhere in between.

References are acceptable but not required. The focus of this paper is your own thinking. The paper headings may correspond to the three questions listed above. This paper is worth a maximum of 15 points and is due the 5th class.

b) 6.5 to 7 pages (not including title page, abstract, or reference list).

Select any peer reviewed paper that is 1) listed in the references (pp. 311-352) of *Addiction and change* (the primary course text) and 2) clearly relevant to one or more the 18 objectives of this course, obtain permission from the Teaching Assistant to work with that paper, and include a hard copy of that paper (or if the paper is open access, email a link to the Teaching Assistant) with the submission of your own paper about it.

You are free to organize your paper in a manner that corresponds to your interest in the subject. The required component of the paper is how this paper relates to one or more of the 18 objectives of this course. Optional components of your paper include but are not limited to: why the topic of the paper interests you, your appraisal of the literature review, methods, results or interpretation in the paper (including what research questions the paper suggests to you, why you are doubtful about one or more aspects of the paper, how the paper advances the field, etc.), or how you plan to use what you learned from the paper in your clinical or research work. The proposed peer-reviewed paper must be submitted for approval by the TA, no later than the 8th class. Only one student will be allowed to report on a paper, and they are approved on a first come, first served basis. Your paper is worth a maximum of 15 points and is due the 14th class.

c) 2.5 to 3 pages (no title page or abstract are required; not including reference list)

A report based one of the following options: 1) *Dealing With An Addict*, 2) *Dealing with Addiction*, 3) *The Business of Recovery* and *The 13th Step*, or 4) attending one SMART Recovery meeting (www.smartrecovery.org) and one 12-step meeting (only if you have never attended either type of meeting; if you attend these meetings refrain from taking notes during the meeting itself, out of respect for the participants). The paper should present sufficient evidence that you read the book, viewed the documentaries, or attended the meetings. You will summarize what you learned from the experience. References are acceptable but not required. This paper is worth a maximum of five points and is due the 11th class.

2) Exams: The mid-term is the 7th class and will be an objective test (multiple choice, fill in the blank) over the assigned readings and everything covered in class. The final exam is the 15th class and will be a comprehensive multiple-choice test covering the entire course.

Midterm:	30 points
Final exam:	30 points
Papers:	35 points
Class participation:	5 points

Grades will be calculated on a curve, maximum score 100 points.

G. Alliant International University Credit Hour Policy

This two-unit course meets in the classroom for two hours per week face to face for 15 weeks. It is expected that out-of-class assignments will require no fewer than an additional four hours of work per week, for a total of at least 90 hours of student work per semester.

III. Course Readings and Materials:

You are encouraged to bring your required texts to class.

a) Texts (required):

DiClemente, C. C. (2018). *Addiction and change: How addictions develop and addicted people recover* (2nd ed.). New York: Guilford.

Horvath, A. T. (2004) *Sex, Drugs, Gambling & Chocolate: A Workbook for Overcoming Addictions* (2nd ed.). San Luis Obispo, CA: Impact Publishers.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author. **(pages 490-497 only; the entire book is NOT required)**

b) Texts (optional):

Ferentzy, P. (2013). *Dealing With An Addict--What You Need To Know If Someone You Care For Has A Drug Or Alcohol Problem*. Lulu Publishing (lulu.com).

Ferentzy, P. (2011). *Dealing with Addiction--Why the 20th Century Was Wrong*. Lulu Publishing (lulu.com).

c) Documentaries (optional):

[The Business of Recovery](#) (purchase at website)

[The 13th Step](#) (purchase at website)

d) Additional required readings (free on websites) as listed in the Course Outline (Section V below)

IV. Policies and Procedures

Attendance Policy

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. See the University Catalog for the complete policy on attendance. In this course one absence is excused without penalty. **Students with more than one absence will be unable to obtain an A for the course, unless they write a ten-page summary (not counting title page, abstract, or reference list; abstract and reference list not required) of the readings for the class not attended** (APA style, hard copy, double-spaced, one-inch margins all around, 12 point font). Additional absences will result in additional grade reductions (A-, B+, B, B-, C+, C, etc.) from the grade otherwise earned.

However, these reductions can be offset by additional papers, to a maximum of three total absences.

Participation and Etiquette

As graduate students you are expected to be on time for class and stay until the class is dismissed. Cell phones should be turned off during class, including vibrating mode. Computers can be used for taking notes only. There should be no talking between students during class, and no eating during class. **There will be a short break after approximately one hour, when cell phone messages can be retrieved and food can be consumed.** These behaviors establish a foundation for engaged, respectful and searching inquiry about the topics of the course.

Instructor Assumptions

The instructor will attempt to express his own assumptions about the topics of this course—topics much discussed and debated in our society. The instructor welcomes questions about these assumptions, and alternative perspectives. Ideally the class will provide a model of how to discuss these topics in a reasonable and civil manner, yielding greater understanding for all.

Responsibility to Keep Copies

It is a wise practice to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps. Keep this Syllabus in case you need to prove to your licensing board that you completed this course and that it covered what was required.

Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another, as they would wish to be treated themselves, with dignity and concern. As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. ***The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.***

An act of plagiarism (defined in the University catalog as “Any passing off of another’s ideas, words, or work as one’s own”) is considered to be a violation of the University’s Student Code of Conduct and Ethics: Academic and will be addressed using the Policies and Procedures outlined in the University’s catalog. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism. Currently, Alliant International University subscribes to Turnitin.com for purposes of plagiarism screening. By enrolling in this course, students agree that all assignments are subject to submission for textual similarity review to Turnitin.com. Please note that any assignments or course documents submitted to this service will be included as source documents for the restricted access database of Turnitin.com which is exclusively used for the purpose of detecting plagiarism. You may indicate in writing to the instructor by the end of the add/drop deadline for this course that you refuse to participate in the Turnitin.com process, in which case the instructor can use other means to verify the originality of your work. Material identified as plagiarized will be dealt with pursuant to University’s Student Code of Conduct and Ethics: Academic. Penalties for plagiarism can be severe, up to and including expulsion from the University.

Disability Accommodations Request

If you have a disability that qualifies under the American with Disabilities Act (ADAAA) and requires accommodations, should contact the Office of Accessibility for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. You can contact the Office of Accessibility if you are not certain whether a medical condition/disability qualifies.

Each Alliant campus has a Disability Coordinator who retains documentation, approves accommodations, and assists in facilitating disability related services. In San Diego this is Amber Eckert, 858-635-4535, amber.eckert@alliant.edu. She can provide you with an Authorized Accommodation Letter.

Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty

In keeping with the institution’s commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University’s schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance. See the full policy approved June 10, 2008 for the complete policy.

Resources for Obtaining Tutoring or Other Student Support Services

Tutors are available to help students with course-based or exam-based needs. Contact the Director of Campus Services for information on obtaining tutoring – or other student support services – on your campus.

Problem-Solving Resources

If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located in the Alliant Graduate and Undergraduate Student Handbooks or contact:

Amber Eckert, Vice President, Student Services

Phone: 858-635-4535, amber.eckert@alliant.edu | www.alliant.edu

Alliant Confidential Compliance and Safety Reporting System: (866) 290-4245

| www.alliant.ethicspoint.com

V. Course Outline

This syllabus is subject to change. Each course objective is reviewed in multiple classes. The syllabus lists the class in which the objective receives primary attention.

- Class 1 August 29, 2018
Introduction: Overview of course
Objective:
1, The definition of alcoholism and other chemical dependency, and the evaluation of the user.
- Class 2 September 5, 2018
Objective:
4, Psychopharmacology and the interaction of various classes of drugs, including alcohol.
DiClemente, Chapters 1, 13
Horvath, Chapter 1
DSM-5, Alcohol Use Disorder, pp. 490-497
- Class 3 September 12, 2018
Objectives:
3, Physiological and medical aspects and effects of drug and alcohol abuse.
11, Iatrogenic dependency.
DiClemente, 2
Horvath, 2
- Class 4 September 19, 2018
Objective:
2, Current theories of, and research on, the etiology of substance abuse and addiction
DiClemente, 3
Horvath, 3, 4
<https://www.practicalrecovery.com/prblog/addiction-and-recovery-an-evolutionary-perspective/>
or it can be found here, posted July 14, 2015:
<https://www.practicalrecovery.com/practical-recovery-blog/>

- Class 5 September 26, 2018
Objective:
5, Diagnosing and differentiating alcohol and other substance abuse problems in patients referred for other clinical symptoms, such as depression, anxiety, psychosis, and impotence.
DiClemente, 4
Horvath, 5
Turn in paper (Personal perspective on substance use)
Discuss papers in class
- Class 6 October 3, 2018
Objectives:
6, Populations that are at risk with regard to substance abuse
7. Cultural and ethnic considerations in chemical dependency.
8. Prenatal effects.
9. Adolescent substance abuse.
10. Implications for the geriatric population.
DiClemente, 5
Horvath, 6
- Class 7 October 10, 2018
Mid-term Exam
- Class 8 October 17, 2018
Objectives:
12, Major treatment approaches to alcoholism and chemical dependency, including research and application. (SMART Recovery)
DiClemente, 6
Horvath, 7
Deadline to submit to TA peer-reviewed paper for final paper
- Class 9 October 24, 2018
Objective: 12, continued (Harm reduction)
DiClemente, 7
Horvath, 8
- Class 10 October 31, 2018 (costumes optional)
Objective: 12, continued (Moderation training)
DiClemente, 8
Horvath, 9
- Class 11 November 7, 2018
Objectives:
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.

DiClemente, 9

Horvath, 10

Turn in 3-page paper (on one of several possible topics)

Discuss papers in class

Class 12

November 14, 2018

Objectives: 12, continued (Conclusion)

DiClemente, 10

Horvath, 11

Class 13

November 21, 2018

Review

DiClemente, 11

Horvath, 12

Class 14

November 28, 2018

Objectives:

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.

DiClemente, 12

Horvath, 13

Turn in final paper (based on a peer-reviewed paper)

Discuss papers in class

Class 15

December 5, 2018

Final Exam