

PSY 738: Treatment of Substance Use Disorders  
Summer 2019  
Online

**Instructor:** Michael B. Madson, Ph.D.  
**Contact Information:** Room: OMH 220 N  
Phone: 601-266-4546  
[michael.madson@usm.edu](mailto:michael.madson@usm.edu)  
Office Hours: by appointment  
Course Website: <https://usm.instructure.com/login/canvas>

### Course Description

This course introduces students to issues related to the etiology and treatment of substance use disorders. Evidence based approaches that can be utilized to match substance abuse interventions to individual client needs will be addressed.

### Objectives

1. Integrate the current literature and practice regarding the epidemiology, etiology, prevention, and treatment of substance abuse and dependence into clinical practice.
2. Express basic understanding of the several etiological models of substance abuse and dependence including: a. biological models, b. psychological models, c. sociocultural models, and d. biopsychosocial model.
3. Communicate basic understanding of the influence of psychoactive drugs on human affect, behavior and health.
4. Discuss the evidence based assessment, prevention and treatment of substance use and abuse.
5. Articulate sociocultural impacts upon the development and implementation of treatment for substance use disorders with diverse populations.

### Required Texts & Materials

Connors, DiClemente, Velasquez & Donovan (2013). Substance Abuse Treatment and the Stages of Change. New York: Guilford Press. **(CD)**  
Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating Addictions: A Guide for Professionals*. New York: Guilford Press. **(MFZ)**  
National Institute on Drug Abuse – Drug Info Sheets (available through Canvas)

### Format

This class is a **fully online course** that utilizes the Canvas Learning Management System. For information on using Canvas, students should refer to the university's Student Support page at <https://lec.usm.edu/student-help/> or utilize the help system from within Canvas. **Students enrolled in this course will need regular Internet access for Canvas and should plan to check for updates every business day.**

## Communicating with Your Instructor

1. **Online Office Hours**: As this is a fully on-line class the majority of our interactions will be through email. If an in person meeting is absolutely necessary, we will arrange a mutually agreed upon time to meet. You should e-mail me at [Michael.madson@usm.edu](mailto:Michael.madson@usm.edu) to arrange a time and method to communicate. PLEASE CONTACT ME THROUGH EMAIL VS PHONE. Requests for a meeting should be made at least 48 hours prior to a wanting meeting. In other words, do not e-mail me in the morning and expect to meet the same day.

2. **E-mail**: For email communication with me (Michael.madson@usm.edu) outside of Canvas, please use your official @usm.edu account. This is the only way I can ensure you are who you say you are. Also, be sure to include the class name in the subject line (e.g., PSY 738 or SUD Treatment). I will do my best to answer email within 2 business days. If you do not receive a response within two business days, please re-send your message (I probably did not receive it). I may not answer email during university breaks or holidays nor from non-USM email accounts.

### **Technical Information**

As this is a fully online course, a certain level of technical ability and equipment will be necessary.

#### **Student Computer Skills**

To be successful in this course, you must be comfortable communicating by email, using word processing software, and working in an online environment.

#### **Technical Expectations and Requirements**

This course is fully on-line and requires a computer (do NOT attempt to complete this course using only a tablet or smart phone) and reliable Internet access. You should have a regular, reliable Internet source AND plans for a back-up Internet source. If you do not have high-speed Internet access at home, I suggest that you take the course from another location where high speed Internet access is available. It will be difficult to take this course using a dial-up connection since many pages are large and would take a very long time to load.

For those in the local area, the university has computers available for student use. For those who live elsewhere, most public libraries have free Internet access.

**I cannot accept lack of Internet access as an excuse for missing course due dates or quizzes, unless there is a natural disaster that causes widespread power outages in your area.**

Do not wait until the last minute to begin an assignment or exam. If your computer crashes or your regular Internet source is unavailable, you may need to travel to your back up Internet source.

**If you must travel for family or work responsibilities, remember that course assignments may be submitted from any computer with Internet access.**

## **Technical Support**

I am not a technical support specialist, and it is very unlikely that I will be able to help you with any technical difficulties you may experience during the course. Fortunately, the university provides support for various issues.

- Canvas support: <https://lec.usm.edu/student-help/>
- University e-mail support: <http://www.usm.edu/itech>

## **Using Canvas**

Some of you may have taken online courses in Canvas in prior semesters. If so, you'll probably already know how the system works. If you are not familiar with Canvas or if this is your first online course, here is what you need to know to get started:

### **Finding Your Course**

To find your online course, go to USM's Canvas page at <https://usm.instructure.com/login/canvas> and login using your SOAR username and password. If you do not know your username or password, contact iTech right away (<http://www.usm.edu/itech>). Once you have logged in to Canvas, you should go to your course dashboard – located on the left side bar. On your dashboard page, you should see PSY 738 Sub Abuse Treatment H001.

### **Accessing Course Material**

Once you have logged in to Canvas and found this course, you should see the modules from the home page. If not click the modules tab on the left of your screen. On this page you will see a listing of the modules (1,2,3,4). All narrated lectures and video links are available in each module (e.g., all Module 1 info is located in the module 1 folder and so on). All assignments, including can be found at the Assignments tab.

## **Course Requirements**

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**Lecture reviews:** For each module, there are narrated lectures – turn your sound up when reviewing slides! For each module lecture, you are to post three points of information you learned, identify three questions this material raised, and identify how this information may help inform your practice. This includes the intervention presentations the last week. This assignment is worth 2.25 points **for completing ALL reviews for each Module** for a total of **10 points**. The assignment submission portal will close at 12 PM on the due date.

**Video reviews:** Each module there are videos related to class materials. You are expected to watch each video in its entirety and to submit a 1 page (double spaced; 1 inch margins) summary of interesting facts/things you learned from the video that you didn't know previously. So if there are three videos for a module you need to submit **three separate reviews**. Your reviews should be uploaded into the appropriate assignment on Canvas. These assignments are at 12 PM on the due date. Each review is worth 2 point and you can earn a **total of 10 points**.

**Public Service Announcement:** Part of your role as a professional counselor or psychologist will be to help inform the public about psychological and substance use disorders. Often times this will involve “busting myths” about a particular disorder. Nowhere is this fact more

prominent than in the area of substance use disorders where many believe that problems with substance use are a moral failure or that people just “need to pull themselves up by their bootstraps.” Beliefs such as these often keep people from engaging in treatment. Thus for this assignment you will need to audio/video record a **2 minute public service announcement** that busts one of the many myths about substance use problems (or addictions). The purpose of this assignment is to help you (a) identify common misperceptions held about individuals with substance use disorders, (b) think more critically, using scientific information, about these misperceptions (c) develop an informational message that uses scientific information to be educational, and (d) communicate this information in a form that is understandable by the non-psychology educated public. More details are provided in the appendix. This assignment is **worth 25 points** and is due by 12 PM.

### **A/D Experiential Activities: You will engage in 3 experiential learning activities**

**Experience 1: Addiction simulation exercise:** This is an active learning exercise aimed at simulating the biopsychosocial dynamics of addiction (though nowhere near reality of addiction). More details will be provided through a handout and orientation session on Canvas. This activity will require you to engage in the activity for 48 consecutive hours (one of the main goals is to see how and if you can adhere to the exercise for this time duration and still maintain your regular activities).

**Experience 2: Attend an open 12-step meeting.** Please note you must go to an **open meeting**. After attending the meeting you should be able to discuss: (a) an overview of the meeting – what was the topic, the story shared, etc., (b) your reaction to the meeting and attending the meeting, and (c) what you learned from the meeting. A list of meetings can be found at:

<http://www.aa-mississippi.org/meetings/?tsml-day=any&tsml-region=245&tsml-type=O> - You want to find an “open” meeting!

**Experience 3: Treatment Observation:** For this assignment you will shadow alcohol and drug counselors at a treatment facility for 4 hours (1/2 day) to observe the multifaceted aspects of treating substance use disorders and the associated biopsychosocial complexities. You are expected to behave professionally including dress and interacting with staff and clients as well as respecting client and staff needs and confidentiality. Remember you are an outside observer and these facilities are allowing you the experience to learn.

After completing all 3 of these experiences you will submit a 4-5 page paper discussing what you learned about the development, maintenance and treatment of substance use disorders collectively from these experiences. You can earn up to 25 points for this activity.

**Group Presentation – Evidence Based Treatment of Substance Abuse:** You will be assigned to a group that will be responsible for providing an on-line presentation about a particular evidence based practice (e.g., coping skills training) for substance use disorders. These presentations should be research based, interactive/engaging and creative. Presentations should be about 30 minutes each – plan accordingly. This presentation should address (a) specific assessment/evaluation issues, (b) specific treatment processes and strategies, (c) the evidence

base for the approach, and (d) specific issues for diverse populations. The evaluation of these presentations will include detailed coverage of your presented material, style, and quality of references. Your group will also produce a handout that outlines the information in your presentation and that also includes your references. You should have at least 5 references for this presentation that can include, book chapters, journal articles, and scientific references (e.g., SAMSHA, NIDA, NIAAA). **REFERENCE LIST MUST COMPLY WITH THE APA GUIDELINES. This assignment is worth 30 points. See the appendix for specifics about this assignment. Presentations need to be submitted to Dr. Madson by 5 PM on 6-19-19.**

12-Step Facilitation: **Bozeman, Miller, Swing**

Behavioral Couples Therapy: **Herring, Kornegay, Mingote, White**

Contingency Management/Community Reinforcement: **Jackson, Miller, Nation**

Coping Skills Training: **Holmes, Lee, AJ**

**Extra Credit.** You may earn up to 5 points of extra credit through two options.

Option 1: Participate in a course evaluation by completing a series of questionnaires and activities at the beginning and at the end of class. Please note: A research assistant will review the surveys and provide me with a list of names who should receive extra credit for this option. I will NOT look at the survey data until grades have been submitted.

Option 2: You can choose 2 articles from the list below and complete article reviews following the format outlined below. See appendix for list of articles – they will be available on Canvas.

## **Teaching Style**

My teaching philosophy can best be described as interactive. As a result much of the course will involve group discussion, facilitation, lecture, presentations, and experiential exercises. Additionally, I believe that students learn best when they are actively involved in the class rather than passive recipients of information. Therefore, this course will provide many opportunities for you to apply the information.

## **Ethics**

It is expected that you will act in a professionally responsible manner at all times. This includes attending class, being punctual, participating actively, strictly maintaining the confidentiality of your clients, and being supportive of your peers. Given the nature of this class and the intimacy that emerges in the counseling relationships, all exchanges of personal information will be handled with absolute professional confidence in accordance with the Ethical Standards of ACA and APA.

## Evaluation and Grading

|                          |            |
|--------------------------|------------|
| Lecture reviews          | 10         |
| Video Reviews            | 10         |
| PSA                      | 25         |
| A/D Treatment Experience | 25         |
| <u>EBP Presentation</u>  | <u>30</u>  |
|                          | 100 points |

| Course Points | Letter Grade |
|---------------|--------------|
| 92-100        | A            |
| 90-91         | A-           |
| 88-89         | B+           |
| 82-88         | B            |
| 80-81         | B-           |
| 70-79         | C            |
| 60-69         | D            |
| < 60          | F            |

If you think you have a disability that qualifies under the American with Disabilities Act and requires accommodations, you should contact the Office of Support Services for information on appropriate policies and procedures (Box 8586; Bond Hall, Room 114; Phone 266-5024; TTY 266-6837; FAX: 266-6035).

Please note that the last day to drop a class without academic penalty is **June 5, 2019.**

**Assignments are due on the day designated. Late assignments will be reduced by .5 point for lecture/video reviews and 5 points other assignments for each day they are late. Assignments turned in late on the due date will be reduced automatically by 5 points.**

I am willing to discuss your project or grade with you but am unlikely to change a grade unless I made a mistake

*Should it be necessary, I reserve the right to change this syllabus during the semester and to share changes with you.*

## Course Schedule

| Week                       | Topics   | Reading   | Assignment  |
|----------------------------|--|---|---|
| <b>1</b><br><b>6/3/19</b>  | Class overview & addiction simulation<br>-Understanding substance use:   | <b>MFZ Ch: 1,2,3,22</b><br><b>CD Ch: 1 &amp; 2</b><br><br><b>Videos</b><br><i>1. History of Drugs</i><br><i>2. Brain Reward</i>                                     | <b>Lecture 1 &amp; Video Review</b><br><b>Due 6/7</b>   |
| <b>2</b><br><b>6/10/19</b> | -Substance Classification<br>- Basics of SUD Treatment<br>- Prevention & Brief Interventions<br>-Co-occurring Conditions | <b>MFZ Ch: 4, 9, 18,23</b><br><b>CD Ch: 3 &amp; 4</b><br><b>NIDA Notes</b><br><br><b>Videos</b><br><i>3. Your body on Drugs</i><br><i>4. The Science of Relapse</i> | <b>Lecture 2 &amp; Video Review</b><br><b>Due 6/14</b>  |
| <b>3</b><br><b>6/17/19</b> | -Screening & Assessment<br>-Diagnosis & Treatment Planning   | <b>MFZ Ch. 5,6,7,10</b><br><b>CD Ch: 5, 10</b><br><br><b>Video 5 Choose 1 of the 3 therapy videos</b><br><br>1.   | <b>EBP Presentations Due</b><br><b>6/19</b><br><br><b>Lecture 3 &amp; Video Review</b><br><b>Due 6/21</b>   |
| <b>4</b><br><b>6/24/19</b> | -Enhancing Motivation, Adherence & Maintenance - Relapse Prevention<br>-Intervention Presentations                       | <b>MFZ Ch: 11,12,13,14,16,17</b><br><b>CD Ch: 9</b>   | <b>PSA Due</b><br><b>6/25</b><br><br><b>Lecture 4 &amp; Video Review</b><br><b>Due 6/27</b><br><br><b>A/D Experience Paper</b><br><b>Due 6-28</b> |

## EXAMPLE – Lecture Review Assignment

Name:

Module #

NOTE: For Module 1, there are 4 different lectures – (1) “Understanding alcohol & drugs” (2) “Drugs & the brain” (3) Pharmacology, (4) Psychopharmacology (3 points learned & 3 questions/points of confusion) for each of the lectures and submit in 1 document. Refer to the outline below as a guide.

### **Lecture: Understanding alcohol & drugs**

Points I Learned:

- 1.
- 2.
- 3.

Questions/Points of Confusion:

- 1.
- 2.
- 3.

How this material may relate to my practice

### **Lecture: Drugs & the Brain**

Points I Learned:

- 1.
- 2.
- 3.

Questions/Points of Confusion:

- 1.
- 2.
- 3.

How this material may relate to my practice

### **Lecture: Pharmacology**

Points I Learned:

- 1.
- 2.
- 3.

Questions/Points of Confusion:

- 1.
- 2.
- 3.

How this material may relate to my practice

### **Lecture: Psychopharmacology**

Points I Learned:

- 1.
- 2.
- 3.

Questions/Points of Confusion:

- 1.
- 2.
- 3.

How this material may relate to my practice



## **Video Review Format Informational Videos**

1. Briefly summarize the video – what were the major themes of the video.
2. Provide 3 main points you learned that inform the treatment of substance use disorders.
3. How do you think the information in this video might inform your practice?

## **Video Review Format Therapy Videos**

1. Summarize the session – What was the focus of the session (substances addressed, co-occurring mental health, and other related concerns – interpersonal, family, social, diversity).
2. Outline the therapeutic approach used in the session. Identify the theoretical framework the therapist is using in the session and provide specific concrete examples of how the therapist demonstrated using the specific therapy.
3. Discuss how you might use this approach with clients you encounter who may have substance use issues regardless of their presenting problem.

## Myth Busting PSA

To develop a good public service announcement you should:

1. First identify a specific myth within the area of substance use (e.g., Prescription opioids are not as harmful as heroin; Nobody has died from using marijuana; Addiction is not a disease; Why are people not seeking treatment for substance use problems?; The only viable treatment for substance use disorders is 90-day treatment centers).
2. Examine the problem in light of current scientific thinking (theory) and evidence (e.g., research findings).
3. Develop your message using the scientific thinking and evidence. You need to make sure to translate your message in common language avoiding jargon, uncommon psychological language, or psychobabble.
4. Communicate some novel insight about the nature of the problem or propose a solution based on available evidence.
5. You are required to use three or more SCIENTIFIC external sources beyond course readings to support your message.
6. While typically a PSA would not be longer than 60-90 seconds, your PSA should be no longer than 2 minutes (it can be video or audio recorded).

Points to consider:

1. Who is your intended audience (e.g., local, regional, or national readership; college students, religious leaders)?
2. Before viewing my PSA, my audience will think this way about my topic...
3. After viewing my PSA, I want my audience to think this different way about my topic...

Your PSA will be graded on:

1. A central thesis has been developed – myth has been identified
2. The myth has been disproved scientifically – NOT opinion
3. The PSA is presented in a clear, coherent, and engaging style for a general community audience.
4. Creativity in development that maintains an engaging and professional tone.

**You should consult Dr. Madson on your myth idea early in the class but no later than June 7.**

## Schedule for A/D Observation Experience at Clearview Recovery

| Date                  | Student           |
|-----------------------|-------------------|
| Tuesday May 28: 1-5   | Ryan Nation       |
| Wednesday May 29: 1-5 | Bobbi Lee         |
| Thursday May 30: 9-1  | Holly White       |
| Thursday May 30: 1-5  | Afzal Quresh (AJ) |
| Monday June 3: 9-1    | Olivia Miller     |
| Monday June 3: 1-5    | Jessica Swing     |
| Tuesday June 4: 9-1   | Adrianna Jackson  |
| Tuesday June 4: 1-5   | Aerial Holmes     |
| Wednesday June 5: 9-1 | Emily Mingote     |
| Tuesday June 6: 9-1   | Ashley Bozeman    |

## EBP Presentation Guidelines

### General Guidelines

1. Employ various methods in presenting (remember to make this presentation as interesting as possible). Be creative, but realistic. The use of charts, tables, figures, PowerPoint, etc. to capture information in a succinct manner is encouraged.
2. Create your narrated PowerPoint presentation and send to me. I will post it on Canvas.
3. Each presentation should be about 30 minutes in length and created in a format that can be observed on-line. Each group member should contribute to the group's presentation.
4. Include a reference section that is consistent with the American Psychological Association Guidelines.
5. Presentations will be due to Dr. Madson by the end of WEEK 3 (6-20) at 5 PM to be posted on-line for others to observe.

### Presentation Guidelines (adapt these so they are relevant to your presentation topic)

1. Assessment/evaluation– **5 points**
  - a. How does this approach use assessment to inform/direct treatment?
  - b. What are the important and/or unique variables (e.g., cognitions, behaviors, etc) that are important to assess from this perspective?
2. Treatment processes & interventions – **10 points**
  - a. What are the specific targets (e.g., cognition, behaviors, etc) for intervention from this approach?
  - b. How is the therapeutic relationship viewed/used?
  - c. What are various strategies employed from this approach?
  - d. What is the structure/process look like for this therapy?
3. Evidence base – **5 points**
  - a. What is the evidence base for this approach?
    - i. To what extent does the evidence vary for different substances?
  - b. What is the evidence for this approach with diverse populations?
4. Presentation Style – **5 points**
  - a. To what extent is the presentation organized?
  - b. Was the presentation interactive?
  - c. Were all group members prepared?

Articles for Extra Credit Review

- Anderson, R. E., Hruska, B., Boros, A. P., Richardson, C. J., & Delahanty, D. L. (2018). Patterns of co-occurring addictions, posttraumatic stress disorder, and major depressive disorder in detoxification treatment seekers: Implications for improving detoxification treatment outcomes. *Journal of Substance Abuse Treatment, 86*, 45–51. <https://doi.org/10.1016/j.jsat.2017.12.009>
- Capron, D.W., Bauer, B.W, Madson, M.B., & Schmidt, N.B. (2018). Treatment seeking among college students with comorbid hazardous drinking and elevated mood/anxiety symptoms. *Substance Use and Misuse, 53*, 1041-1050.
- Jordan, H.R., Madson, M.B., Nicholson, B.C., Bravo, A.J., Pearson, M.R., & Protective Strategies Study Team. (2019). Posttraumatic stress disorder symptoms and problematic alcohol use in college students: The moderating role of alcohol protective behavioral strategies and gender. *Psychological Trauma: Theory, Research, Practice, and Policy, 11*, 247-255.
- Jordan, H.R., \*Villarosa-Hurlocker, M.C., Ashley, A.L., & Madson, M.B. (2018). Protective behavioral strategies and college student drinking: The moderating role of psychological distress. *Journal of Drug Education: Substance Abuse Research and Prevention, 48*, 3-17.
- Madson, M.B., Schumacher, J.S., Baer, J., Martino, S. (2016). Motivational interviewing for substance use: Mapping out the next generation of research. *Journal of Substance Abuse Treatment, 65*, 1-5.
- Madson, M.B., Villarosa-Hurlocker, M.C., Schumacher J.A., Williams, D.C., & Gauthier, J.M. (in press). Training in motivational interviewing for substance use treatment professionals: A systematic review. *Substance Abuse*.
- Osilla, K. C., Watkins, K. E., D’Amico, E. J., McCullough, C. M., & Ober, A. J. (2018). Effects of motivational interviewing fidelity on substance use treatment engagement in primary care. *Journal of Substance Abuse Treatment, 87*, 64–69. <https://doi.org/10.1016/j.jsat.2018.01.014>
- Villarosa, M.C., Capron, D.W., & **Madson, M.B.** (2017). Examining the role of positive drinking consequences on the relationship between social anxiety and negative drinking consequences. *Journal of Substance Use 22*, 384-390.
- Villarosa, M.C., \*Kison, S.D., **Madson, M.B.**, & Zeigler-Hill, V. (2016). Everyone else is doing it: Examining the role of peer influence on the relationship between social anxiety symptoms and alcohol use behaviors. *Addiction Research & Theory, 24*, 124-135.
- Villarosa, M.C., Messer, M.A., Madson, M.B., & Zeigler-Hill, V. (2018). Depressive symptoms and drinking outcomes: The mediating role of drinking motives and protective behavioral strategies among college students. *Substance Use and Misuse, 53*, 143-153.
- Villarosa-Hurlocker, M.C., Whitley, R.B., Capron, D.W., & Madson, M.B. (2018). Thinking while drinking: Fear of negative evaluation predicts drinking behaviors of students with social anxiety. *Addictive Behaviors, 78*, 160-165.