

ECPY 614: Substance Abuse and Addictive Behaviors

Spring, 2019

Course #: 2621

Wednesdays 2:45 PM - 5:35 PM ED 123

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Office Hours: Wednesdays 1:30 pm – 2:30 pm; Fridays 12:30 pm – 1:30 pm or by appointment

Email Policy: If you need a response from me about something within a few hours or the same day please call or text my cell phone instead of emailing (518-469-8845). In an attempt to establish work-life balance, I respond to emails from about 9 am – 5 pm on weekdays and only sporadically if at all on weekends.

Prerequisite: Admission to a graduate program in health service psychology or consent of instructor

Rationale for the Course: Health service psychology programs (i.e., clinical, counseling, school psychology) aim to create adequately prepared mental health professionals, and basic knowledge about problematic substance use and addictive behaviors and how to address them, is a component of that preparation. This course is designed to prepare students for the high likelihood that they will encounter problematic addictive behavior as part of their clinical work, in whichever setting they are placed/employed, even if only as a comorbid condition to other disorders they are working with. To that end, the overall goal of the course is to train students to assess, diagnose and treat problematic substance use and addictive behaviors. In order to achieve that goal, the course will familiarize students with models for understanding the etiology and maintenance of addictive behaviors, provide a comprehensive overview of a variety of addictive behaviors, help students develop empathy and understanding of the experience of addiction, and foster the development of basic skills in assessing and treating diverse individuals presenting with addictive behaviors.

Course Description: This course serves an introduction for mental health counselors to substance use and addictive behaviors. Students will be exposed to the following topics:

- Definition of addiction and various models for understanding the development and maintenance of addiction
- Current theories of, and research on, the etiology and maintenance of addiction
- Physiological and medical aspects and effects of drug and alcohol abuse
- Psychopharmacology and the interaction of various classes of drugs, including alcohol
- Diagnosing and differentiating alcohol and other substance misuse or disorders in clients presenting with other clinical symptoms
- Populations that are at particularly high risk with regard to addiction
- Cultural considerations in the conceptualization, assessment and treatment of addiction
- Evidence-based and empirically supported treatment approaches to addiction (with a particular emphasis on motivational interviewing and SBIRT)
- Ethical and legal issues related to clinical practice with individuals presenting with addictions
- Prevention of addiction

The pedagogical approach to this course is one of student-centered learning; an approach to education that requires students to be active, responsible participants in their own learning. In contrast, teacher-centered learning has the teacher at its center in an active role and students in a passive, receptive role. I believe that all of you have the intellect and motivation necessary to engage in active and independent learning to meet the goals of this course. Therefore, you will be expected to engage in a great deal of learning via reading, watching, listening to and writing about course material outside of the classroom. You can expect some lecture, however, much of our time together in class will be devoted to applying, practicing, and discussing what you learn.

There are plenty of reasons to take a student-centered approach, including: research findings that demonstrate increased student motivation, enhanced peer communication, better student-teacher relationships, and greater discovery/active learning and responsibility for one's own learning. In addition to the aforementioned, my rationale for using a student-centered approach stems from my desire for you to leave this course with a wealth of knowledge obtained in-and outside the classroom as well as tangible skills that you can integrate what you learn into your other courses and your clinical practice and vice versa.

Course Competencies and Learning Outcomes: Students will learn how to conduct basic assessment of problematic substance use and addictive behaviors, basic skills in motivational interviewing and SBIRT, and how to provide scientifically accurate information about the range of topics covered in the course, in order to function as competent clinicians. Specific learning outcomes follow.

Knowledge: Students will

- Recognize various conceptions and definitions of addiction
- Gain exposure to the basic psychopharmacology of misused drugs and how they impact the mind and body
- Recognize diverse influences of (but not limited to) gender, race/ethnicity, and sexual orientation in relation to addictions
- Become familiar with the prevalence of substance use disorders, diagnostic criteria, their clinical presentations, and implications
- Become acquainted with theories of the etiology and maintenance of substance use disorders (SUD)
- Express a basic understanding of empirically-supported SUD treatment methods and their empirical base
- Understand strategies for addressing common issues that arise in SUD treatment
- Identify ethical considerations related to the treatment of addictions
- Integrate the current literature and practice regarding the epidemiology, etiology, prevention, and treatment of addiction into clinical practice
- Become familiar with local resources for the treatment of persons with SUDs

Skills: Students will

- Develop skills in the screening, assessment, and diagnosis of persons with SUDs
- Demonstrate cultural competency in conceptualizing, diagnosing, and applying treatment strategies to clients with SUDs

- Learn and apply the basic techniques of Motivational Interviewing and Screening, Brief Intervention and Referral to Treatment (SBIRT)
- Demonstrate critical thinking and the ability to integrate information from a variety of sources while reading, discussing, and writing about current models of addictions and their treatment
- Develop the basic ability to engage a client around addictive behavior issues in a manner that minimizes or prevents demonstration of resistance or denial

Attitudes and Awareness: Students will

- Identify, review, and revise stereotypes of persons with SUDs and SUD treatments
- Recognize and analyze her/his own views about substance use and begin to identify inconsistencies within them
- Demonstrate a willingness to self-critique own work, and receive constructive feedback from peers and the instructor

Required Texts and Materials

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. New York: Guilford. (M&Z)

van Wormer, K., & Davis, D. R. (2018). *Addiction treatment: A strengths perspective* (4th ed). Pacific Grove, CA: Cengage Learning. (V&D)

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)

Readings:

Additional articles are assigned for various class periods. More readings may be assigned throughout the semester as is relevant to discussions. All additional readings are available in the Course Content section within the Blackboard (BLS) page associated with this course.

Expectations of Professionalism:

1. Create a safe learning environment: Be respectful of each other, the instructor, and any guest speakers/instructors. Active discussion of material and concepts relevant to the course and dissent in a manner that is respectful and conducive to learning are encouraged. Students should arrive to class on time. You may bring laptops/tablets, but keep them closed unless you are taking notes or using them for another purpose as instructed to in class. Using electronic devices during didactic instruction or group work (e.g., web surfing, answering email, texting, instant messaging and other such activities unrelated to classwork) is harmful to the learning environment, to student-professor relationships, to course goals and your learning. Please be respectful to the instructor and your peers when it comes to use of electronic devices.
2. Communicate: Please openly communicate with me about any difficulties or concerns that may impact your attendance and/or participation in class and/or your performance in the course. I also encourage you to share with me what is going well, materials you find interesting, and topics you want to learn more about.

3. **Participation:** Much of the class will be discussion-oriented. You are expected to have completed the readings and videos prior to class and come to class prepared to engage in thoughtful discussion and experiential exercises designed to further explore the information, build skills and apply what you've learned.

In order to receive participation points (5 pts in total) you must: Come to all classes on time and prepared as described above. Participation points will be deducted for unexcused absences from class (3 points for the first class, 2 points for the second class missed, 3 points off your total grade for each additional absence), or lack of active participation in group work and discussions in class. ***If you are absent without excuse on the day you are assigned to present in class, you will lose all points associated with that assignment.*** You should keep your absences to those that constitute illness and personal emergencies. ***If you need to be absent, I request that you inform by email in advance or as soon as you are able.***

Course Requirements

Response Prompts (20 points total): The purpose of this assignment is to help you engage in learning major concepts outside of class. Students will respond to the four categories of questions below for each week's assigned readings. Questions are to be submitted via BLS no later than **9:00 am on class day**. Sometimes I will ask you to base your responses on specific material you read, watched, or listened to that week, whereas other times I will ask you to consider everything you were asked to watch/read/listen to. Questions are assigned for 10 weeks throughout the semester (see the course schedule).

Points I Learned (Must submit at least 2):

- 1.
- 2.

Questions/Points of Confusion (No minimum required):

- 1.
- 2.

How this material may relate to my practice (Must submit at least 1):

- 1.
- 2.

Thoughtful/Inquisitive Topics or Questions for Class Discussion (Must submit at least 1):

- 1.
- 2.

Substance of the Week Presentations (20 points): You and two other students (groups of three) will be responsible for presenting on a particular category of a psychoactive substance (e.g., stimulants). The purpose of this assignment is to help you demonstrate understanding of the basic concepts relating to the influence of substances on human emotion, behavior and health. These presentations should be interactive/engaging and creative and based on research literature. Presentations should be 15-20 minutes each and allow for 10 minutes of discussion and questions at the end (total of 25-30 minutes). Class members will participate in the evaluation of these presentations using the evaluation form posted on BLS; I will oversee all final grading. 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 briefly outlines the information in your presentation and includes your references. You should have at least 5 references for this presentation. You must incorporate the NIDA references I have linked with your assigned substance on BLS. Other references may include book chapters, journal articles, and other scientific resources from NIDA/NIAAA. References must be formatted according to APA style. See BLS for further details on the assignment.

Addiction Simulation Exercise & Write-up (20 points): This is an active learning exercise aimed at simulating the biopsychosocial dynamics of addiction (though nowhere near the reality of addiction). More details will be provided through a handout and orientation session. 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). During the activity you will maintain a log of your reactions. After completion of the activity, you will write up a brief discussion of your experience and reactions. We will discuss the experience in class as well. Details on the write-up are provided on BLS in the Assignments folder.

Diagnosis, Conceptualization, and Treatment Plan Paper (25 points): The purpose of this assignment is to help you apply what you have learned about the etiology and evidence-based treatment of substance misuse and addictive behaviors. You will choose a partner and together you will choose to watch a movie or television show about addiction and write up a diagnosis, case conceptualization, and treatment plan for a character depicted in what you watched. Your paper should be no longer than 8 pages, double-spaced and written in APA style. More details on this assignment can be found on BLS.

Public Service Announcement (10 points): Part of your role as a professional counselor 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 and engender stigma and self-stigma that can negatively impact recovery. For this assignment, you will form groups of three and together you will create an audio or video recording of a 1-2 minute public service announcement that busts one of the many myths about substance misuse or addiction. 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 on BLS.

Late assignment Policy: Late assignments will incur a full grade deduction after the day and time they are due and an additional full grade deduction for each week beyond the due date.

Grades (100 total points possible): Grades are determined by your performance on the course requirements outlined above.

- Participation- 5%
- Discussion Questions-20%
- Substance of the Week Presentation-20%
- Addiction Simulation Exercise- 20%
- Conceptualization Paper-25%
- PSA assignment-10%

A = (93–100%)	A- = (90-92%)	B+ = (87-89%)
B = (83–86%)	B- = (80-82%)	C+ = (77-79%)
C = (73-76%)	C- = (70-72%)	D+ = (67-69%)
D = (63-66%)	D- = (60-62%)	E = (less than 60%)

Reasonable Accommodations Policy:

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490). That office will provide me with verification of your disability, and will recommend appropriate accommodations. Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

Note: Students are expected to comply with the University at Albany’s *Community rights and responsibilities*. An incident of unethical conduct (e.g., cheating, plagiarism) or classroom disruption will result in a Failing grade in this course and referral to the appropriate Departmental and University Committees.

Note: Please turn the sound off all cell phones and other electronic devices during class time. Laptops or iPads may be used **ONLY** to take notes. Please be respectful in this regard.

Note: All assignments **must** be submitted by the assigned due date and time. Late assignments **will not** be accepted. *Exceptions will only be made for extraordinary circumstances at the discretion of the instructor.*

Note: All written assignments must be typed, proofread, and properly formatted assignments in the most current American Psychological Association format available (APA 6th ed.).

Resources and Recommended Readings

Treatment Locators

NIAAA Treatment Navigator: <https://alcoholtreatment.niaaa.nih.gov/>

Rehab locator: <https://www.rehabs.com/>

Blog, Resources, News, Rehab reviews and Locator etc.: <https://www.thefix.com/>

SAMHSA Treatment Locator: <https://findtreatment.samhsa.gov/>

Blogs Related to Addictive Behaviors:

Addiction Blog, Stories and Resources: <https://addictionunscripted.com/>

Addiction Blog: <https://www.addictioncampuses.com/blog/>
Addiction and Recovery Blog: <https://www.recoveryconnection.com/addiction-recovery-blog/>
Addiction Blog: <https://addictionblog.org/>
Heroin Addiction Blog, Stories, Resources: <http://killtheheroinepidemicnationwide.org/>
Recovery Blog: <https://sobernation.com/addiction-articles/>
Drug Addiction Support and Blog: <http://www.drug-addiction-support.org/drug-addiction-blog.html>

Substance Use and Addictive Behaviors Organizations with Resources:

APA, Division 50, Society of Addiction Psychology: <http://www.addictionpsychology.org/>
American Society of Addiction Medicine (ASAM): <http://www.asam.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 (SAMHSA):
<http://www.samhsa.gov/>
SAMHSA's National Helpline: <https://www.samhsa.gov/find-help/national-helpline>

Treatment Manuals & Programs

[Clinical Responses to the Opioid Crisis: A Resource Guide](#) (PDF)

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

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.

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.

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

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.

Project Match: <http://pubs.niaaa.nih.gov/publications/ProjectMatch/matchIntro.htm>

Seven Challenges Program: <http://www.sevenchallenges.com/>

Motivational Interviewing: <http://motivationalinterviewing.org/>

Self-help/Mutual Aid Groups (A sample of organizations):

Alcoholics Anonymous (AA): www.aa.org

Cocaine Anonymous (CA): www.ca.org

Narcotics Anonymous (NA), Northern CA Region: www.norcalna.org

Marijuana Anonymous (MA): www.marijuana-anonymous.org

Gays and Lesbians in AA: <http://gal-aa.org/>

LifeRing Secular Recovery: <https://lifering.org/>

Secular Organizations for Sobriety (SOS): <http://www.sossobriety.org/>

SMART Recovery: <http://www.smartrecovery.org/>

Women for Sobriety: <https://womenforsobriety.org/>

Refuge Recovery: <https://refugerecovery.org/>

Videos (live links below)

[Drugged: High on Cocaine](#)

[Drugged: High on Alcohol](#)

[Drugged: High on Marijuana](#)

Recommended Readings:

Bancroft, J. (2013). *Sexual Addiction* (pp. 855-860). In P.E. Miller (Ed.) *Principles of Addiction: Comprehensive Addictive Behaviors and Disorders, Volume 1*. San Diego, CA: Academic Press.

Brown, R. A., Abrantes, A. M., Read, J. P., Marcus, B. H., Jakicic, J., Strong, D. R. et al. (2010). A pilot study of aerobic exercise as an adjunctive treatment for drug dependence. *Mental Health and Physical Activity*, 3, 27-34.

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.
- Dimeff, L. A., & Linehan, M. M. (2008). Dialectical Behavior Therapy for substance abusers. *Addiction Science and Clinical Practice, 4*(2), 39-47.
- Gold, M.S. & Shriner, R.L. (2013). *Food Addictions.* In P.E. Miller (Ed.) *Principles of Addiction: Comprehensive Addictive Behaviors and Disorders, Volume 1.* San Diego, CA: Academic Press.
- Gustafson, D. H., McTavish, F. M., Chih, M. Y., Atwood, A. K., Johnson, R. A., Boyle, M. G., ... Shah, D. (2014). A smartphone application to support recovery from alcoholism: A randomized clinical trial. *JAMA Psychiatry, 71*(5), 566-572.
- Hester, R. K., Delaney, H. D., & Campbell, W. (2011). ModerateDrinking.Com and moderation management: Outcomes of a randomized clinical trial with non-dependent problem drinkers. *Journal of Consulting and Clinical Psychology, 79*, 215-224
- Kaskutas, L. A. (2009). Alcoholics' Anonymous effectiveness: Faith meets science. *Journal of Addictive Diseases, 28*, 145- 157.
- Keyes, K.M., Hatzenbeuhler, M.L., Grant, B.F., & Hasin, D.S. (2012). Stress and alcohol: Epidemiologic Evidence. *Alcohol Research: Current Reviews, 34*, 391-400.
- Martin, J. L., Burrow-Sanchez, J., Iwamoto, D. K., Glidden-Tracey, C., Vaughan, E. (2016). Counseling psychology and substance use: Implications for training, practice, and research. *The Counseling Psychologist, 44*, 1106 – 1131.
- Miller, W. M., & Carroll, K. M. (2006). Drawing the science together: Ten principles, ten recommendations. In W. M. Miller & K. M. Carroll (Eds.), *Rethinking substance abuse: What the science shows, and what we should do about it* (pp. 293-311). New York, NY: Guilford Press.
- Moyers, T. B., & Miller, W. R. (2013). Is low therapist empathy toxic? *Psychology of Addictive Behaviors, 27*(3), 878-884. doi: 10.1037/a0030274
- NIAAA (2010). Beyond hangovers: Understanding alcohol's impact on your health.
- National Institute on Drug Abuse (2014). *Drugs, brain and behavior: The science of addiction.* NIH Publication No 14-5605.
- National Institute on Drug Abuse (2014). *Prescription Drug Abuse.* Research Report Series. NIH Publication No. 15-4881.

- 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 (2012). *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 (2016). *Commonly abused drugs*.
https://www.drugabuse.gov/sites/default/files/commonly_abused_drugs_final_02292016.pdf
- NIAAA Clinician's Guide:
<http://pubs.niaaa.nih.gov/publications/practitioner/CliniciansGuide2005/guide.pdf>
- O'Farrell, T. J., & Schein, A. Z. (2011). Behavioral Couples Therapy for alcoholism and drug abuse. *Journal of Family Psychotherapy*, 22, 193-215.
- Petry, N. M., Ginley, M. K., & Rash, C. J. (2017). A systematic review of treatments for problem gambling. *Psychology of Addictive Behaviors*, 31 (8), 951 – 961.
- Roberts, N. P., Roberts, P. A., Jones, N., & Bisson, J. I. (2015). Psychological interventions for post-traumatic stress disorders and comorbid substance use disorders: A systematic review and meta-analysis. *Clinical Psychology Review*, 38, 25-38.
- Toneatto, T. (2013). *Gambling*. (pp. 797-807). In P.E. Miller (Ed.) *Principles of Addiction: Comprehensive Addictive Behaviors and Disorders, Volume 1*. San Diego, CA: Academic Press.
- 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.
- Weddle, M., & Kokotailo, P. (2002). Adolescent substance abuse: Confidentiality and consent. *Pediatric Clinics of North America*, 49, 301-315.
- 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.
- Zajac, K., Ginley, M. K., Chang, R., & Petry, N. M. (2017). Treatments for internet gaming disorder and internet addiction: A systematic review. *Psychology of Addictive Behaviors*, 31(8), 979-994.

**Course Schedule
with Readings and Assignment Due Dates**

Jan 23: Introduction to the Course; The landscape of Addictions

Jan 30: What is an Addiction? Addiction and our Mind and Body

Readings:

V&D- Ch. 1, 3

M&Z- Ch. 1, 3

[NIDA Drugs, Brains, and Behavior: Drug Misuse and Addiction](#)

[NIDA Drugs, Brains, and Behaviors: Addiction and Health](#)

Due: Response 1

Feb 6: Addiction across the Life Span; Theories of Addiction; Stigma and Language

Readings:

V&D- Ch. 6

M&Z- Ch. 2

Botticelli M. P., & Koh, H. K. (2016). Changing the language of addiction, *JAMA*, 316, 1361-1362.

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.

Ashford, R. D., Brown, A. M., & Curtis, B. (2018). Substance use, recovery, and linguistics: The impact of word choice on explicit and implicit bias. *Drug and Alcohol Dependence*, 189, 131 – 138.

Due: Response 2

Feb 13: Behavioral Addictions Substance Misuse & Co-Occurring Disorders

Substance of the Week: Alcohol

***Addiction Simulation Orientation**

Readings:

V&D- Ch. 4, 5

M&Z- Ch. 18

Kardefelt-Winther, D., Heeren, A., Schimmenti, A., van Rooij, A., Maurage, P., Carras, M., ... & Billieux, J. (2017). How can we conceptualize behavioural addiction without pathologizing common behaviours?. *Addiction*, 112, 1709-1715.

Petry, N. M., Zajac, K., & Ginley, M. K. (2018). Behavioral Addictions as Mental Disorders: To Be or Not To Be? *Annual Review of Clinical Psychology*, 14, 399–423.

Due: Response 3

Feb 20: Cultural Competency; Conceptualizing and Treatment Planning; Intro to Evidence-Based Interventions

Substance of the Week: Tobacco & E-Cigarettes

Readings:

V&D- Ch. 11, 12

M&Z- Ch. 7

Miller, W. R., & Moyers, T. B. (2015). The forest and the trees: Relational and specific factors in addiction treatment. *Addiction, 110*, 401-413.

Due: Response 4

Feb 27: Screening, Assessment & Diagnosis; Detoxification; Intro to Evidence-Based Practice

Substance of the Week: Cannabis & Cannabinoids

Readings:

V&D- Ch. 7, 8

M&Z- Ch. 5, 6

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.

Liese, B. S., & Reis, D. J. (2016). Failing to diagnose and failing to treat an addicted client: Two Potentially Life Threatening Clinical Errors. *Psychotherapy, 53*(3), 342-346.

Due: Response 5

Mar 6: Evidence-based Intervention: Cognitive Behavioral Therapies; Pharmacotherapy

Substance of the Week: Cocaine

Readings:

M&Z- Ch. 15

Liese, B. S. & Tripp, J. C. (in press). Advances in cognitive-behavioral therapy for addictive behaviors. In R. H. Leahy (Ed.), *Science and practice of cognitive therapy: Foundations, mechanisms, and applications*. New York: Guilford Press.

Listen: [Clinical Conference call on CBT for Opiate Use Disorders](#)

DUE: Addiction Simulation Paper & Journal

Mar 13: Evidence-based Intervention: Coping Skills Training; Contingency Management; Community Reinforcement

Substance of the Week: Hallucinogens

Readings:

M&Z- Ch. 11, 12

Petry, N. M., Alessi, S. M., Olmstead, T. A., Rash, C. J., Zajac, K. (2017). Contingency management treatment for substance use disorders: How far has it come, and where does it need to go? *Psychology of Addictive Behaviors, 31*, 897-906.

Due: Response 6

Mar 20: No Class- Spring Break

Mar 27: Evidence-based Intervention: Self-Help/Mutual Aid Groups; Harm Reduction; Brief Interventions

Substance of the Week: Prescription Stimulants

V&D- Ch. 9

M&Z- Ch. 9, 14

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.

Due: Response 7

Apr 3: Working with Families & Groups; The Opioid Crisis

Substance of the Week: Heroin and Prescription Opioids

Readings:

V&D- Ch. 10

M&Z- Ch. 13, 20

Listen: Clinical Conference Call on CRAAFT Approach for Family Members

Due: Response 8

Apr 10: Stages of Change; Motivational Interviewing

Substance of the Week: CNS Depressants

Readings:

M&Z- Ch. 4

DiClemente et al., (2017). Motivational interviewing, enhancement, and brief interventions over the last decade: A review of reviews of efficacy and effectiveness. *Psychology of Addictive Behaviors*, 31, 862- 887.

Due: Tour of Motivational Interviewing Online Training

Apr 17: SBIRT

Substance of the Week: Over the Counter Medicines

Readings:

SBIRT White Paper

Listen: Clinical Conference Call on Mindfulness in Recovery

Due: Response 9

Apr 24: SBIRT

Substance of the Week: MDMA

Readings:

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.

Due: Case Conceptualization and Partner Evaluation

**May 1: Natural Recovery; Trouble-shooting Common Issues in Treatment;
Substance of the Week: Methamphetamine**

Readings:

M&Z- Ch. 16, 17, 19

Bischof, G., Rumpf, H. J., & John, U. (2012). Natural recovery from addiction. In H. Shaffer, D. A. LaPlante, & S. E. Nelson (Eds.), *APA addiction syndrome handbook, volume 2: Recovery, prevention, and other issues* (pp. 133-156). Washington, DC: American Psychological Association.

Due: Response 10

May 8: Ethics; Promoting Prevention; Closure and Evaluations

Readings:

M&Z- Ch. 22, 23

Miller, W.R. (2016). Sacred Cows and Greener Pastures: Reflections from 40 Years in Addiction Research, *Alcoholism Treatment Quarterly*, 34(1), 92-115

DUE: PSA Presentations In-class