ECPY 614: Substance Abuse and Addictive Behaviors  
Spring, 2019  
Course #: 2621  
Wednesdays 2:45 PM - 5:35 PM ED 123

Professor: Jessica L. Martin, Ph.D.  
Office: Education 242  
Office Hours: Wednesdays 1:30 pm – 2:30 pm; Fridays 12:30 pm – 1:30 pm or by appointment

Phone: (518) 442-4935  
E-mail: jlmartin@albany.edu

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


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%

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**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/](https://alcoholtreatment.niaaa.nih.gov/)
Rehab locator: [https://www.rehabs.com/](https://www.rehabs.com/)
Blog, Resources, News, Rehab reviews and Locator etc.: [https://www.thefix.com/](https://www.thefix.com/)
SAMHSA Treatment Locator: [https://findtreatment.samhsa.gov/](https://findtreatment.samhsa.gov/)

**Blogs Related to Addictive Behaviors:**

Addiction Blog, Stories and Resources: [https://addictionunscripted.com/](https://addictionunscripted.com/)
Addiction Blog: [https://www.addictioncampuses.com/blog/](https://www.addictioncampuses.com/blog/)
Addiction Blog: [https://addictionblog.org/](https://addictionblog.org/)
Recovery Blog: [https://sobernation.com/addiction-articles/](https://sobernation.com/addiction-articles/)

**Substance Use and Addictive Behaviors Organizations with Resources:**

SAMHSA’s National Helpline: [https://www.samhsa.gov/find-help/national-helpline](https://www.samhsa.gov/find-help/national-helpline)

**Treatment Manuals & Programs**

[Clinical Responses to the Opioid Crisis: A Resource Guide](https://www.niaaa.nih.gov/clinical-research-development/clinical-trials/treatment-manuals) (PDF)


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:


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

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

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  
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  
Due: Response 5

Mar 6: Evidence-based Intervention: Cognitive Behavioral Therapies; Pharmacotherapy  
Substance of the Week: Cocaine  
Readings:  
M&Z- Ch. 15  
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  
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
 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
 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:
 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

Due: Response 10

May 8: Ethics; Promoting Prevention; Closure and Evaluations

Readings:
M&Z- Ch. 22, 23

DUE: PSA Presentations In-class