

ADRS 5310 Section 001
Issues of Addiction and Recovery
Fall 2019
Tuesdays 2:00 – 4:50 P.M. Education 00165

Instructor: Antover P. Tuliao, Ph.D.

Office: CSAR 206

Course Access: Blackboard 9: ttu.blackboard.com

Office Hours: Tuesday 1-2 or by appointment

E-mail: antover.tuliao@ttu.edu

COURSE DESCRIPTION:

This **graduate seminar** course is designed to provide students with a **broad introduction** to the **science of addictive behaviors**. As such, the course will focus on the scientific inquiry about addictive behaviors, and will cover a wide area starting with definitions of “addiction”, genetic, biological, cognitive, psychosocial underpinnings of “addiction”, co-occurring disorders, public policy, diversity issues, and evidence-based treatments of substance use disorders. The goal of the course is (a) to get the students up-to-date and up-to-speed with the current scientific findings and paradigms in the science of addictive behaviors, and (b) introduce the various issues related to addictive behaviors. By the end of this course, students should also understand the different methodologies used to study addictive behaviors, as well as understand the various issues and problems plaguing the field.

COURSE LEARNING OBJECTIVES:

Upon successful completion of the course, students should be able to:

1. Articulate different etiological theories on how addictive behavior develops.
2. Know the various evidence-based treatments of substance use disorders, their underlying rationale, and the evidence to support these treatments.
3. Know the various issues surrounding the research on the etiology and treatment of substance use disorders and addictive behaviors.
4. Be familiar with different methodologies used to study addictive behaviors.

REQUIRED TEXTS

See Course Schedule for a list of readings. Readings will be uploaded on BlackBoard.

*Additional readings necessary for this course will be posted on blackboard.

REQUIRED MATERIALS

Acceptable browser for access to Blackboard 9 (BB9) Learning Management System

Adobe Reader, Microsoft Lync, Word, and/or Excel software (available for download at eraider.ttu.edu)

BLACKBOARD (VERSION 9/LEARN)

Although this is a face-to-face class, the course will be managed through Blackboard 9 (accessible at: ttu.blackboard.com). Students will be responsible for checking the site at least on a daily basis for announcements and e-mails from the instructor. Students are advised to log on to Blackboard and conduct a browser tune-up to ensure that their computer is Blackboard ready (this may require downloading software).

All tasks that require submissions through Blackboard have an availability period. It is the student’s responsibility to ensure that all tasks are completed AND submitted before the end of the availability period. All work must be submitted within the Blackboard 9 environment. **No late work will be accepted. It is the student’s responsibility to ensure that an assignment has been successfully submitted on Blackboard 9 prior to the deadline.**

Having computer problems does not constitute as a legitimate reason for not completing tasks in this course, so students should plan on attempting to submit work at the beginning of the availability period to allow any time necessary to work out any technical/computer problems they may encounter. Any technical difficulties should be handled through the IT Department (742-HELP). Do not contact the course instructor with computer problems.

HARDWARE AND SOFTWARE CONFIGURATIONS

IT Help central offers a wide variety of services to the Texas Tech community. For more information regarding how to choose the right computer and hardware/software configurations, please visit IT Help’s website:

<https://www.depts.ttu.edu/ithelpcentral/>

COURSE REQUIREMENTS:

1. Discussion Posts (20 posts minimum, 1.5 points each. 30 Points in total): The purpose of this assignment is to help you engage in learning major concepts outside of the class. This activity will also help the student discussion leaders facilitate class discussions and frame their lecture during their assigned presentation. Discussion posts are to be submitted on BlackBoard, **no later than 5:00 P.M. on Fridays**. Over the course of the semester, you are **REQUIRED** to submit at least 20 discussion posts, which will be worth 1.5 points each. Since we will have around 23 topics (across 13 session), that means you can miss, at the maximum, 3 discussion posts without receiving any deduction. Your discussion post **SHOULD** include the following:

Points I Learned (Must submit at least 2):

1. _____
2. _____

Questions/Points of Confusion (No minimum required):

1. _____
2. _____

How this topic/these readings may relate to my practice or to my research topic (Must submit at least 1):

1. _____
2. _____

Thoughtful/Inquisitive Topics or Questions for Class Discussion (Must submit at least 2):

1. _____
2. _____

2. Class Leader Presentation (20 points total): After the first week of class, a separate team of two students will be responsible for organizing the discussion of the material listed on the course syllabus for that session. The discussion leaders will present material, ask questions, and lead discussions about the topic of the day. A sign-up sheet will be passed around the class at the beginning of the course. Sign up for topics that interests you or you think you have expertise in, and take turns as discussion leader. The instructor will help direct the discussions, asking questions of the leaders and helping to highlight the most important aspects of the readings. Details and instructions on how to prepare for and lead the discussion is in BlackBoard.
3. Class Attendance and Participation (10 points total): See Policy on Class Attendance and Participation below.
4. Literature Review Paper: The purpose of this activity is to (a) gain additional “expertise” in one’s chose addiction subfield, and (b) utilize one’s learning in this course to branch out into one’s own research project, line of research, research agenda, or dissertation topic. In general, this activity asks students to summarize the literature in a chosen area, identify the gaps in the particular subfield, and propose possible areas of future research that the student can engage in. The Literature Review Paper activity is comprised of the following sub-activities:
 - a. Project Proposal Madlibs (10 points total): Students are required to post on BlackBoard an area in addiction research that they will be performing a literature review on. Details on how to accomplish this activity is available on BlackBoard.
 - b. Tabling Exercise (10 points total):_Students are required to summarize the literature they read in an excel file pre-made by the instructor (see BlackBoard for the pre-made excel file and detailed instruction). Summarizing the articles read in one area will help the student find the similarities and differences across different studies, which should help the student further identify the gaps in the literature.
 - c. Review Article Paper (20 points total): Students are required to write a review article that summarizes the literature on their chosen subfield, identify the strengths, weakness, and gaps in the literature of the chosen subfield, and propose areas for future research. Details and instructions are available in BlackBoard.

Course Assignment	Points
Discussion Posts	30
Discussion Leader / Presentation	20
Class Attendance and Participation	10
Project Proposal Madlibs	10
Tabling Exercise	10
Review Article Paper	20
Total Points	100

Grading Scale

90 points and above	A range
80 to 89	B range
70 to 79	C range
60 to 69	D range
59 below	F range

POLICY ON CLASS ATTENDANCE AND PARTICIPATION: Your attendance and participation in class is mandatory. We will conduct the class in seminar format, although the instructor may at times present some material in lecture. Because the class is conducted in a seminar format, your own learning and the class's learning is dependent on what you bring to the table. The class is envisioned to be driven by the students' interests, using the topical structure provided by the instructor. I hope that the class will read the primary material with an eye toward the discussion questions for each reading. This means reading and taking notes on the articles so that a meaningful discussion will follow. **Note: if this discussion does not happen naturally, or if the class obviously have not read the readings such that no meaningful discussion takes place, I will help it along by requiring class members to write out answers to the discussion questions or having an impromptu essay quiz.** To avoid this unnatural prodding, it will be necessary for the class to take notes while reading and be prepared to discuss the answers to the questions pushing the discourse in ways that interest the class (and the class instructor).

In a seminar course, everyone shares the responsibility for teaching everyone else. The most effective learning occurs when each individual contributes to the experience of the class. If the intrinsic motivation is not enough incentive, please note in the grading system presented above that a substantial percentage of your grade is determined by leading and participating in class discussions. In the event that you cannot come to class due to unforeseen circumstances, I encourage you to Skype in IF humanly possible.

UNIVERSITY POLICIES

AMERICANS WITH DISABILITIES ACT (ADA)

Any student who, because of a documented disability, may require special arrangements in order to meet course requirements *should contact the instructor within the first week of the semester*. Students should email the instructor the Letter of Accommodation from Student Disability Services. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office at Box 45007, 335 West Hall, Lubbock, TX 79409-5007; 806-742-2405; sds@ttu.edu

NONDISCRIMINATION POLICY

Texas Tech is committed to the principle that in no aspects of its programs shall there be differences in the treatment of persons because of race, creed, national origin, age, sex, or disability, and that equal opportunity and access to facilities shall be available to all.

STUDENT ABSENCE FOR OBSERVATION OF RELIGIOUS HOLY DAY

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent for the observance of a religious holy day shall be allowed to take an exam scheduled for that day within a reasonable time after the absence. A student may not be penalized for such an absence, but the instructor may respond appropriately if the student fails to complete the task satisfactorily. See OP 34.19.

ACADEMIC INTEGRITY

Texas Tech University is committed to a high standard of integrity and therefore, academic honesty is expected. On exam days, you can expect to put your bags, backpacks, purses, caps, cell phones, PDAs, and pagers in the front or side of the classroom. If you are uncomfortable with handling your possessions in this way, please leave them at home. “‘Academic dishonesty’ includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.” Since dishonesty harms the individual, fellow students and the integrity of the University, policies on scholastic dishonesty *will be strictly enforced*.

<http://www.depts.ttu.edu/studentjudicialprograms/AcademicIntegrity.htm>

Students can also consult the Texas Tech Operating Procedures manual for further information:

<http://www.depts.ttu.edu/opmanual/OP34.12.pdf>

Any student who breaks the academic integrity policy (ex: cheating on a test or quiz) will receive a grade of “0” points for the assignment, and will be required to meet with the instructor to determine further consequences. Consequences include, but are not limited to failing the course, being reported to the Dean of Students, or being reported to the Student Judicial Committee.

PLAGARISM

Plagiarism occurs when a student submits work that is not his or her own. This includes copying from printed materials, websites, or from other people. Any assignment containing plagiarized material will automatically be graded as zero. Plagiarism may also result in failing the entire course. Students will be required to meet with the instructor to discuss the circumstances of the offense and related consequences. Students who are found to have unintentionally plagiarized an assignment will receive no credit, while students who intentionally or repeatedly plagiarize will receive a grade of zero points and will be reported to the Student Judicial Committee. Students who do not thoroughly understand methods of proper documentation should request assistance from the instructor. The TTU Library has a resource on avoiding plagiarism at the following website: http://library.ttu.edu/ul/cswrc/wr_plag.php

Grades of "I" (incomplete) will not be given to students who merely do not come to class, have failed to satisfactorily complete the course, or who beg, bother, or otherwise pester this instructor. Refer to the University's policy regarding incompletes for further information.

Please note that unsuccessful completion of this class or course completion of at least 60% of the semester, may result in repayment of all or part of your student financial aid. For further information, please contact Student Financial Aid, 806-742-3681, or finaid.advisor@ttu.edu.

DAY	Class	Topics, Required Readings, Optional Readings (*), and Preparatory Readings (IP)	Deadline
Aug. 27	1	<p><u>Class introduction; Syllabus & Requirements; Madlibs Requirement for Next Week</u></p> <p><u>Assignment of student discussion</u></p> <p><u>Types of drugs; Pharmacokinetics and pharmacodynamics; harm and drug classification:</u></p> <p>1) Paronis, C.A. (2007). Principles of drug action: pharmacokinetics and pharmacodynamics. In L.M. Cohen et al.'s, (Eds) <i>Pharmacology and Treatment of Substance Abuse: Evidence- and Outcome-Based Perspectives</i>. New York: Routledge.</p> <p>2) Allen, R.M. (2007). Tolerance, sensitization, and physical dependence. In L.M. Cohen et al.'s, (Eds) <i>Pharmacology and Treatment of Substance Abuse: Evidence- and Outcome-Based Perspectives</i>. New York: Routledge.</p> <p>3) Nutt, D., King, L.A., Salsbury, W., & Blakemore, C. (2007). Development of a rational scale to assess the harm of drugs of potential misuse. <i>The Lancet</i>, 369, 1047 – 1053.</p>	
Sept. 3	2	<p><u>Brief Discussion of Madlibs Project Proposal</u></p> <p><u>Epidemiology and Consequences of Addiction:</u></p> <p>*) Hasin, D.S., & Grant, B.F. (2015). The National Epidemiologic Survey on Alcohol and Related Conditions (NESARC). Waves 1 and 2: Review and summary of findings. <i>Social Psychiatry and Psychiatric Epidemiology</i>, 50, 1609 – 1640.</p> <p>*) Roerecke, M., & Rehm, J. (2013). Alcohol use disorders and mortality: A systematic review and meta-analysis. <i>Addiction</i>, 108, 1562 – 1578.</p> <p><u>Defining Addiction</u></p> <p>1) Hasin, D.B. et al. (2013). DSM-5 criteria for substance use disorders: Recommendations and rationale. <i>American Journal of Psychiatry</i>, 170, 834 – 851.</p> <p>*) Nathan, P.E., Conrad, M., & Skinstad, A.H. (2016). History of the concept of addiction. <i>Annual Review of Clinical Psychology</i>, 12, 29 – 51.</p> <p>*) DSM-V chapter on substance use disorders.</p> <p><u>Comorbidity, Common Factors and SUD: Is “addiction” one or many?</u></p> <p>IP) Any Introduction to Psychology Textbook: Topic: Abnormal Psychology / Psychopathology</p> <p>1) Reiger, D.A., et al. (1990). Comorbidity of mental disorders with alcohol and other drug abuse: Results from the Epidemiologic Catchment Area (ECA) Study. <i>Journal of the American Medical Association</i>, 264, 2511 – 2518.</p> <p>2) Mueser, K.T., Drake, R.E., & Wallach, M.A. (1998). Dual diagnosis: A review of etiological theories. <i>Addictive Behaviors</i>, 23 (6), 717 – 734.</p> <p>3) Hesselbrock, V.M. & Hesselbrock, M.N. (2006). Are there empirically supported and clinically useful subtypes of alcohol dependence? <i>Addiction</i>, 101, 97 – 103.</p> <p>*) Krueger, R.F., Hicks, B.M., Patrick, C.J., Carlson, S.R., Iacono, W.G., & McGue, M. (2002). Etiologic connections among substance dependence, antisocial behavior, and personality: Modeling the Externalizing Spectrum. <i>Journal of Abnormal Psychology</i>, 111 (3), 411 – 424.</p>	Project Proposal Madlibs
Sept. 10	3	<p><u>Genetic vulnerability and Substance Use Disorders (SUD)</u></p> <p>IP) Any Introduction to Psychology Textbook: Topic: Genetics / Behavioral Genetics</p> <p>1) Agrawal, A., & Lynskey, M.T. (2008). Are there genetic influences on addiction: Evidence from family, adoption, and twin studies. <i>Addiction</i>, 103, 1069 – 1081.</p> <p>2) Dick, D.M. et al. (2001). Exploring gene-environment interactions: Socioregional moderation of alcohol use. <i>Journal of Abnormal Psychology</i>, 110 (4), 625 – 632.</p>	

		<p>*) Dick, D.M., et al. (2015). Candidate gene-environment interaction research: Reflections and recommendations. <i>Perspectives on Psychological Science</i>, 10 (1), 37 – 59.</p> <p>Student Presenter: _____</p> <p><u>Brain, neurobiology, neurocircuitry, and SUD</u> IP) Any Introduction to Psychology Textbook: Topic: Brain / Brain Function / Neurobiology and Behavior 1) Volkow, N.D., Baler, R.D. (2014). Addiction science: Uncovering neurobiological complexity. <i>Neuropharmacology</i>, 76, 235 – 249. 2) George, O., & Koob, G.F. (2010). Individual differences in prefrontal cortex function and the transition from drug use to drug dependence. <i>Neuroscience and Biobehavioral Reviews</i>, 35, 232 – 247.</p> <p>Student Presenter: _____</p>	
Sept. 17	4	<p><u>Classical & Operant Conditioning; Dual Process/System 1 and 2 Thinking</u> IP) Any Introduction to Psychology Textbook: Topic: Learning Presented by instructor</p> <p><u>Theories of Drug Craving</u> 1) Drummond, D.C. (2001). Theories of drug craving, ancient and modern. <i>Addiction</i>, 96, 33 – 46. 2) Addolorato, G., Leggio, L., Abenavoli, L., Gasbarrini, G. (2005). Neurobiochemical and clinical aspects of craving in alcohol addiction: A review. <i>Addictive Behaviors</i>, 30, 1209 – 1224.</p> <p>Student Presenter: _____</p> <p><u>Cognitive Factors Related to SUD</u> 1) Neighbors, C., Tomkins, M.M., Lembo, J., Angosta, J., & Weinstein, A. (in press). Cognitive factors and addiction. <i>Current Opinion in Psychology</i>. 2) Choose one depending on your interest: 2a) Spada, M.M., Caselli, G., Nikcevic, A.V., & Wells, A. (2015). Metacognition in addictive behaviors. <i>Addictive Behaviors</i>, 44, 9 – 15. 2b) Jones, B.T., Corbin, W., & Fromme, K. (2001). A review of expectancy theory and alcohol consumption. <i>Addiction</i>, 96, 57 – 72. 2c) Lindgren, K.P. et al. (2016). Implicit alcohol associations, especially drinking identity, predict drinking over time. <i>Health Psychology</i>, 35 (8), 908 – 918.</p> <p>Student Presenter: _____</p>	
Sept. 24	5	<p><u>Emotion and SUD</u> IP) Any Introduction to Psychology Textbook: Topic: Emotion and Motivation 1) Koob, G.F. (2015). The dark side of emotion: The addiction perspective. <i>European Journal of Pharmacology</i>, 753, 73 – 87. 2) Kober, H., & Bolling, D. (2014). Emotion regulation in substance use disorders. <i>Handbook of emotion regulation</i>, 2, 428-46. *) Cheetam, A. Allen, N.B., Yucel, M., & Lubman, D.I. (2010). The role of affective dysregulation in drug addiction. <i>Clinical Psychology Review</i>, 30, 621 – 634. 3) Lembke, A. (2012). Time to abandon the self-medication hypothesis in patients with psychiatric disorders. <i>The American Journal of Drug and Alcohol Abuse</i>, 38 (6), 524 – 529.</p> <p>*) Sample of studies/concepts on emotional issues associated with substance use disorders:</p>	

		<p>*a) Veilleux, J.C., Skinner, K.D., Reese, E.D., & Shaver, J.A. (2014). Negative affect intensity influences drinking to cope through facets of emotional dysregulation. <i>Personality and Individual Differences</i>, 59, 96 – 101.</p> <p>*b) MacIntyre, J.M., Ruscio, A.C., Brede, E., & Waters, A.J. (2018). Emotion dysregulation and negative affect: Laboratory and EMA investigations in smokers. <i>Addictive Behaviors Reports</i>, 7, 65 – 70.</p> <p>*c) Corbin, W.R., Farmer, N.M., & Nolen-Hoekesma, S. (2013). Relations among stress, coping strategies, coping motives, alcohol consumption and related problems: A mediated moderation model. <i>Addictive behaviors</i>, 38, 1912 – 1919.</p> <p>*d) Cruise, K.E., Becerra, R. (2018). Alexithymia and problematic alcohol use: A critical update. <i>Addictive Behaviors</i>, 77, 232 – 246.</p> <p>AND Thorberg, F.A. et al., (2009). Alexithymia and alcohol use disorders: A critical review. <i>Addictive Behaviors</i>, 34 (3), 237 – 245.</p> <p>*e) Brown, R.A., Lejuez, C.W., Kahler, C.W., & Strong, D.R. (2002). Distress tolerance and duration of past smoking cessation attempts. <i>Journal of Abnormal Psychology</i>, 111 (1), 180 – 185.</p> <p>**) Topics in this area include distress tolerance, emotional dysregulation/difficulty in emotional dysregulation, alexithymia,</p> <p>Student Presenter: _____</p> <p><u>Personality and SUD</u></p> <p>IP) Any Introduction to Psychology Textbook: Topic: Personality</p> <p>1) Kotov, R., Gamez, W., Schmidt, F., & Watson, D. (2010). Linking “Big” personality traits to anxiety, depressive, and substance use disorders: A meta-analysis. <i>Psychological Bulletin</i>, 136 (5), 768 – 821.</p> <p>2) Littlefield, A.K., & Sher, K. (2010). The multiple, distinct ways that personality contributes to alcohol use disorders. <i>Social and Personality Psychology Compass</i>, 4 (9), 767 – 782.</p> <p>3) Choose one:</p> <p>3a) de Wit, H. (2008). Impulsivity as a determinant and consequence of drug use: A review of underlying processes. <i>Addiction Biology</i>, 14, 22 – 31.</p> <p>3b) Dick, D.M. et al. (2010). Understanding the construct of impulsivity and its relationship to alcohol use disorders. <i>Addiction Biology</i>, 15, 217 – 226.</p> <p>Student Presenter: _____</p>	
Oct. 1	6	<p><u>Human Development, Adolescence, and SUD</u></p> <p>IP) Any Introduction to Psychology Textbook: Topic: Human Development</p> <p>1) Chassin, L., Sher, K.J., Hussong, A., & Curran, P. (2013). The developmental psychopathology of alcohol use and alcohol disorders: Research achievements and future directions. <i>Development and Psychopathology</i>, 25, 1567 – 1584.</p> <p>2) Passarotti, A.M., Crane, N.A., Hedeker, D., & Mermelstein, R.J. (2015). Longitudinal trajectories of marijuana use from adolescence to young adulthood. <i>Addictive Behaviors</i>, 45, 301 – 308.</p> <p>3) Lopez-Quintero, C. et al. (2011). Probability and predictors of transition from first use to dependence on nicotine, alcohol, cannabis, and cocaine: Results of the National Epidemiologic Survey on Alcohol and Related Conditions (NESARC). <i>Drug and Alcohol Dependence</i>, 115 (1-2) 120 – 130.</p> <p>4) Hawkins, J.D., Catalano, R.F., & Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. <i>Psychological Bulletin</i>, 112 (1), 64 – 105.</p> <p>*) Latendresse, S.J., Rose, R.J., Viken, R.J., Pulkinnen, L., Kaprio, J., & Dick, D. (2008). Parenting mechanisms in links between parents’ and adolescents’ alcohol use behaviors. <i>Alcoholism: Clinical and Experimental Research</i>, 32 (2), 322 – 330.</p> <p>Student Presenter: _____</p>	

		<p><u>Issues with Prevention</u></p> <p>1) Scheier, L.M.. (2012). Primary prevention models: The essence of drug abuse prevention in schools. In H. Shaffer, D. A. LaPlante, & S. E. Nelson (Eds.), <i>APA addiction syndrome handbook, volume 2: Recovery, prevention, and other issues</i> (pp. 197-223). Washington, DC: American Psychological Association.</p> <p>2) Griffin, K.W., & Botvin, G.J. (2010). Evidence-based interventions for preventing substance use disorders in adolescents. <i>Child and Adolescent Psychiatric Clinics of North America</i>, 19 (3), 505 – 526.</p> <p>3) Lynam, D.R., et al. (1999). Project DARE: No effects at 10-year follow-up. <i>Journal of Consulting and Clinical Psychology</i>, 67 (4), 590 – 593.</p> <p>*) Cuijpers, P. (2002). Effective ingredients of school-based drug prevention programs: A systematic review. <i>Addictive Behaviors</i>, 27, 1009 – 1023.</p> <p>Student Presenter: _____</p>	
Oct. 8	7	<p><u>Policies and SUD</u></p> <p>1) Strang, J., Babor, T., Caulkins, Fischer, B., Foxcroft, D., & Humphreys, K. (2012). Drug policy and the public good: Evidence for effective interventions. <i>The Lancet</i>, 379, 71 – 83.</p> <p>2) Wagenaar, A.C., & Toomey, T.L. (2002). Effects of minimum drinking age laws: Review and analyses of the literature from 1960 to 2000. <i>Journal of Studies on Alcohol, Supplement No. 14</i>, 206 – 225.</p> <p>3) Pacula, R.L. et al. (2014). Developing public health regulations for marijuana: Lessons from alcohol and tobacco. <i>American Journal of Public Health</i>, 104 (6), 1021 – 1028.</p> <p>*) Pacula, R.L., & Smart, R. (2017). Medical marijuana and marijuana legalization. <i>Annual Review of Clinical Psychology</i>, 13, 397 – 419.</p> <p>*) Golub, A., Johnson, B.D., & Dunlap, E. (2006). Smoking marijuana in public. The spatial and policy shift in New York City arrests, 1992-2003. <i>Harm Reduction Journal</i>, 3, 22.</p> <p>Student Presenter: _____</p> <p><u>Harm Reduction and Harm Reduction Interventions</u></p> <p>1) Marlatt, G. A., & Witkiewitz, K. (2010). Update on harm-reduction policy and intervention research. <i>Annual Review of Clinical Psychology</i>, 6, 591-606.</p> <p>2) Larimer et al. (2009). Health care and public service use and costs before and after provision of housing for chronically homeless persons with severe alcohol problems. <i>JAMA</i>, 301 (13), 1349 – 1357.</p> <p>*) Collins et al. (2012). Project-based Housing First for chronically homeless individuals with alcohol problems: Within-subjects analyses of 2-year alcohol trajectories. <i>American Journal of Public Health</i>, 102, 511 – 519.</p> <p>3) Wodak, A., & Cooney, A. (2006). Do needle syringe programs reduce HIV infection among injecting drug users: A comprehensive review of the international evidence. <i>Substance Use and Misuse</i>, 41, 777 – 813.</p> <p>*) Keane, H. (2003). Critiques of harm reduction, morality and the promise of human rights. <i>International Journal of Drug Policy</i>, 14, 227 – 232.</p> <p>*) Rekart, M.L. (2005). Sex-work harm reduction. <i>The Lancet</i>, 366, 2123 – 2134.</p> <p>Student Presenter: _____</p>	
Oct. 15	8	<p><u>Evidence-Based Practice in SUD</u></p> <p>1) Lilienfeld, S.O., Fowler, K.A., Lohr, J.M., & Lynn, S.J. (2005). Pseudoscience, nonscience, and nonsense in clinical psychology: Dangers and remedies. In R.H, Wright & N.A. Cummings (Eds.) <i>Destructive Trends in Mental Health: The Well Intentioned Path to Harm</i> (pp. 187 – 218). New York: Routledge.</p>	

		<p>2) Glasner-Edwards, S., & Rawson, R. (2010). Evidence-based practices in addiction treatment: Review and recommendations for public policy. <i>Health policy</i>, 97(2-3), 93-104.</p> <p>3) Miller, W. R., & Moyers, T. B. (2015). The forest and the trees: Relational and specific factors in addiction treatment. <i>Addiction</i>, 110, 401-413.</p> <p>*) Miller, W.R., Sorensen, J.L., Slezer, J.A., & Brigham, G.S. (2006). Disseminating evidence-based practices in substance abuse treatment: A review with suggestions. <i>Journal of Substance Abuse Treatment</i>, 31, 25 – 39.</p> <p>*) https://store.samhsa.gov/series/tip-series-treatment-improvement-protocols-tips</p> <p>Student Presenter: _____</p> <p><u>Are SUD Treatments Effective?: The Case of Project MATCH</u></p> <p>1) Gentle introduction to Project MATCH: DiClemente, C.C. (2011). Project MATCH. In J.C. Norcross, G.R. VandenBos, and D.K. Freedheim (Eds.) <i>History of Psychotherapy: Continuity and Change</i> (2nd Ed.). American Psychological Association.</p> <p>*) Project MATCH Research Group (1997). Matching alcoholism treatments to client heterogeneity: Project MATCH posttreatment drinking outcomes. <i>Journal of Studies on Alcohol</i>, 58, 7 – 29.</p> <p>2) Project MATCH Research Group (1998). Matching alcoholism treatments to client heterogeneity: Project MATCH three-year drinking outcomes. <i>Alcoholism: Clinical and Experimental Research</i>, 22 (6), 1300 – 1311.</p> <p>3) Miller, W. R., Walters, S. T., & Bennett, M. E. (2001). How effective is alcoholism treatment in the United States? <i>Journal of Studies on Alcohol</i>, 62, 211-220.</p> <p>*) Witkiewitz, K., van der Maas, H.L.J., Hufford, M.R., & Marlatt, G.A. (2007). Nonnormality and divergence in posttreatment alcohol use: Reexamining the Project MATCH Data “another way”. <i>Journal of Abnormal Psychology</i>, 116 (2), 378 – 394.</p> <p>*) https://pubs.niaaa.nih.gov/publications/ProjectMatch/matchIntro.htm</p> <p>*) Kazdin, A.E. (2007). Mediators and mechanisms of change in psychotherapy research. <i>Annual Review of Clinical Psychology</i>, 3, 1 – 27.</p> <p>Student Presenter: _____</p>	
Oct. 22	9	<p><u>Treatment Seeking Behaviors and SUD</u></p> <p><u>a) General Literature on Barriers to Treatment and Reasons for Treatment</u></p> <p>1) Choose ONE:</p> <p>1a) Appel, P.W., Ellison, A.A., Jansky, H.K., & Oldak, R. (2004). Barriers to enrollment in drug abuse treatment and suggestions for reducing them: Opinions of drug injecting street outreach clients and other system stakeholders. <i>The American Journal of Drug and Alcohol Abuse</i>, 30 (1), 129 – 153.</p> <p>1b) Rapp, R.C., Xu, J., Carr, C.A., Lane, D.T., Wang, J., & Carlson, R. (2006). Treatment barriers identified by substance abusers assessed at a centralized intake unit. <i>Journal of Substance Abuse Treatment</i>, 30, 277 – 235.</p> <p>1c) Hser, Y.-I., Maglione, M., Polinsky, M.L., & Anglin, A.D. (1998). Predicting drug treatment entry among treatment-seeking individuals. <i>Journal of Substance Abuse Treatment</i>, 15 (3), 213 – 220.</p> <p>1d) Cunningham, J.A., Sobell, L.C., Sobell, M.B., Agrawal, S., & Toneatto, T. (1993). Barriers to treatment: Why alcohol and drug abusers delay or never seek treatment. <i>Addictive Behaviors</i>, 18, 347 – 353.</p> <p><u>b) Stigma</u></p> <p>2) Choose ONE:</p> <p>2a) Tulliao, A.P., & Holyoak, D. (under review). Psychometric Properties of the Perceived Stigma towards Substance Users Scale: Factor Structure, Internal Consistency, and Validity within a Help-Seeking Nomological Network.</p> <p>2b) 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. <i>International Journal of Drug Policy</i>, 21, 202-207.</p>	

		<p>2c) Ashford, R. D., Brown, A. M., & Curtis, B. (2018). Substance use, recovery, and linguistics: The impact of word choice on explicit and implicit bias. <i>Drug and Alcohol Dependence</i>, 189, 131 – 138.</p> <p><u>c) Hitting “Rock Bottom” and Compulsory Treatment</u></p> <p>3) Kirouac, M., & Witkiewitz, K. (2017). Identifying “hitting bottom” among individuals with alcohol problems: Development and evaluation of the Noteworthy Aspects of Drinking Important to Recovery (NADIR). <i>Substance Use and Misuse</i>, 52 (12), 1602 – 1615.</p> <p>4) Wild, T.C., Roberts, A.B., & Copper, E.L. (2002). Compulsory substance abuse treatment: An overview of recent findings and issues. <i>European Addiction Research</i>, 8, 84 – 93.</p> <p>Student Presenter: _____</p> <p><u>Stages of Change, Motivational Interviewing, & Brief Motivational Interventions</u></p> <p>1) Prochaska, J.O., Redding, C.A., & Evers, K.E. (2008). The Transtheoretical Model and Stages of Change. In K. Glanz, B.K. Rimer, and K. Viswanath (4th Ed.) <i>Health Behavior and Health Education: Theory, Research and Practice</i> (97 – 121). San Francisco, CA.: Wiley & Sons.</p> <p>2) Rollnick, S., & Allison, J. (2004). Motivational Interviewing. In N. Heather and T. Stockwell (Eds.) <i>The Essential Handbook of Treatment and Prevention of Alcohol Problems</i>. Wiley & Sons.</p> <p>3) DiClemente, C.C., Corno, C.M., Graydon, M.M., Wiprovnick, A.E., & Knoblach, D.J. (2017). Motivational interviewing, enhancement, and brief interventions over the last decade: A review of reviews of efficacy and effectiveness. <i>Psychology of Addictive Behaviors</i>, 31 (8), 862 – 887.</p> <p>*) Hettema, J., Steel, J., & Miller, W.R. (2005). Motivational Interviewing. <i>Annual Review of Clinical Psychology</i>, 1, 91 – 111.</p> <p>*) Students can research interventions such as Motivational Interviewing, Motivational Enhancement, BASICS, and SBIRT and how it is conducted.</p> <p>Student Presenter: _____</p>	
Oct. 29	10	<p><u>Behavioral and Cognitive Treatments of SUD</u></p> <p>IP) Any Introduction to Psychology Textbook: Topic: Psychological Treatments</p> <p>1) 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? <i>Psychology of Addictive Behaviors</i>, 31, 897-906.</p> <p>*) Petry, N.M., & Stitzer, M.L., Contingency Management: Using motivational incentives to improve drug abuse treatment. Download from http://lib.adai.washington.edu/ctnlib/PDF/CMmanual.pdf (pg. 1 – 26 for the basic rationale)</p> <p>2) Parks, G.A., Marlatt, G.A., & Anderson, B.K. (2004). Cognitive-behavioral alcohol treatment. In N. Heather and T. Stockwell (Eds.) <i>The Essential Handbook of Treatment and Prevention of Alcohol Problems</i> (pp. 69 – 86). Wiley & Sons.</p> <p>*) https://pubs.niaaa.nih.gov/publications/ProjectMatch/match03.pdf Sample CBT Manual</p> <p>*) Morgenstern, J., & Longabaugh, R. (2000). Cognitive-behavioral treatment for alcohol dependence: A review of evidence for its hypothesized mechanism of action. <i>Addiction</i>, 95 (10), 1475 – 1490.</p> <p>3) Mindfulness, Choose ONE:</p> <p>3a) Breslin, F.C., Zack, M., & McMain, S. (2002). An information-processing analysis of mindfulness: Implications for relapse prevention in the treatment of substance abuse. <i>Clinical Psychology: Science and Practice</i>, 9, 275 – 299.</p> <p>3b) Witkiewitz, K., Lustyk, M.K., & Bowen, S. (2013). Retraining the addicted brain: A review of hypothesized neurobiological mechanisms of mindfulness-based relapse prevention. <i>Psychology of Addictive Behavior</i>, 27 (2), 351 – 365.</p> <p>*) Dialectical Behavior Therapy</p> <p>Student Presenter: _____</p>	

		<p><u>Other Forms, Other Treatments, and Other Issues with SUD Treatments</u></p> <p>1) Adolescents and Couples and Family Therapy, Choose ONE: 1a) Waldron, H. B., & Turner, C.W. (2008). Evidence-based psychosocial treatments for adolescent substance abuse: A review and meta-analyses. <i>Journal of Clinical Child and Adolescent Psychology</i>, 37 (1), 236 – 259. 1b) Tanner-Smith, E.E., Wilson, S.J., & Lipsey, M.W. (2013). The comparative effectiveness of outpatient treatment for adolescent substance abuse: A meta-analysis. <i>Journal of Substance Abuse Treatment</i>, 44, 145 – 158. 1c) Powers, M.B., Vedel, E., & Emmelkamp, P.M.G. (2008). Behavioral couples therapy (BCT) for alcohol and drug use disorders: A meta-analysis. <i>Clinical Psychology Review</i>, 28, 952 – 962.</p> <p>2) Group Therapy: Lo Coco, G. et al. (2019). Group treatment for substance use disorder in adults: A systematic review and meta-analysis of randomized-controlled trials. <i>Journal of Substance Abuse Treatment</i>, 99, 104 – 116.</p> <p>3) Moderation Management and web-based interventions: Hester, R.K., Delaney, H.D., & Campbell, W. (2011). <i>Journal of Consulting and Clinical Psychology</i>, 79 (2), 215 – 224. *) Humphreys, K. (2003). A research-based analysis of the Moderation Management controversy. <i>Psychiatric Services</i>, 54 (5), 621 – 622.</p> <p>4) Moore, B.A., Fazzino, T., Garnet, B., Cutter, C.J., & Barry, D.T. (2011). Computer-based interventions for drug use disorders: A systematic review. <i>Journal of Substance Abuse Treatment</i>, 40, 215 – 223.</p> <p>Student Presenter: _____</p>	
Nov. 5	11	<p><u>Medications and Medication-Assisted Treatments</u></p> <p>1) Jerry, J.M., & Collins, G.B. (2013). Medication-assisted treatment of opiate dependence is gaining favor. <i>Cleveland Clinic Journal of Medicine</i>, 80 (6), 345 – 349.</p> <p>2) Veilleux, J.C., Colvin, P.J., Anderson, J., York, C., & Heinz, A.J. (2010). A review of opioid dependence treatment: Pharmacological and psychosocial interventions to treat opioid addiction. <i>Clinical Psychology Review</i>, 30, 155 – 166.</p> <p>3) Roman, P.M., Abraham, A.J., & Knudsen, H.K. (2011). Using medication-assisted treatment for substance use disorders: Evidence of barriers and facilitators of implementation. <i>Addictive Behaviors</i>, 36, 584 – 589.</p> <p>*) Bart, G. (2012). Maintenance medication for opiate addiction: The foundation of recovery. <i>Journal of Addictive Diseases</i>, 31, 207–225.</p> <p>*) McCarty, D., Priest, K.C., & Korthuis, P.T. (2018). Treatment and prevention of opioid use disorder: Challenges and opportunities. <i>Annual Review of Public Health</i>, 39, 525 – 541.</p> <p>*) Fullerton, C.A., et al. (2014). Medication-assisted treatment with methadone: Assessing the evidence. <i>Psychiatric Services</i>, 65, 146 – 157.</p> <p>*) Thomas, C.P., et al. (2014). Medication-assisted treatment with buprenorphine: Assessing the evidence. <i>Psychiatric Services</i>, 65, 158 – 170.</p> <p>*) Maisel et al. (2013). Meta-analysis of naltrexone and acamprosate for treating alcohol use disorders: When are these medications most helpful? <i>Addiction</i>, 108 (2), 275 – 293.</p> <p>*) Connery, H.S. (2015). Medication-assisted treatment of opioid use disorder: Review of evidence and future directions. <i>Harvard Review of Psychiatry</i>, 23 (2), 63 – 75.</p> <p>Student Presenter: _____</p> <p><u>12 Step and Other Self-Help Groups</u></p> <p>1) Kelly, J.F. (2003). Self-help for substance-use disorders: History, effectiveness, knowledge gaps, and research opportunities. <i>Clinical Psychology Review</i>, 23, 639 – 663.</p> <p>2) <u>CHOOSE ONE</u> according to your interest: 2a) <u>AA Works!</u>: Kelly, J. F. (2017). Is Alcoholics Anonymous religious, spiritual, neither? Findings from 25 years of mechanisms of behavior change research. <i>Addiction</i>, 112(6), 929-936.</p>	

		<p>2b) <u>AA DOESN'T Work</u>: Ferri M, Amato L, Davoli M. (2006). Alcoholics Anonymous and other 12-step programmes for alcohol dependence. <i>Cochrane Database of Systematic Reviews</i>, 3: Art. No. CD005032.</p> <p>2c) <u>Inconclusive</u>: Kaskutas, L.A. (2009). Alcoholics Anonymous effectiveness: Faith meets science. <i>Journal of Addictive Diseases</i>, 28, 145 – 157.</p> <p>3) Zemore, S.E., et al. (2018). A longitudinal study of the comparative efficacy of Women for Sobriety, LifeRing, SMART Recovery, and 12-step groups for those with AUD. <i>Journal of Substance Abuse Treatment</i>, 88, 18 – 26.</p> <p>Student Presenter: _____</p>	
Nov. 12	12	<p><u>Behavioral Addictions</u></p> <p>1) Petry, N. M., Zajac, K., & Ginley, M. K. (2018). Behavioral Addictions as Mental Disorders: To Be or Not To Be? <i>Annual Review of Clinical Psychology</i>, 14, 399–423.</p> <p>2) Kardefelt-Winther, D., et al. (2017). How can we conceptualize behavioural addiction without pathologizing common behaviours?. <i>Addiction</i>, 112, 1709-1715.</p> <p>3) Ley, D., Prause, N., & Finn, P. (2014). The emperor has no clothes: A review of the ‘Pronography Addiction’ Model. <i>Current Sexual Health Reports</i>, 6, 94 – 105.</p> <p>*) Ziauddeen, H., & Fletcher, P.C. (2013). Is food addiction a valid concept? <i>Obesity Reviews</i>, 14, 19 – 28.</p> <p>*) Schulte, E.M., Potenza, M.N., & Gearhardt, A.N. (2017). A commentary of the “eating addiction” versus “food addiction” perspectives on addictive-like food consumption. <i>Appetite</i>, 115, 9 – 15.</p> <p>*) Specific behavioral addiction review articles uploaded on BlackBoard.</p> <p>Student Presenter: _____</p> <p><u>Diversity Issues in Substance Use and Treatment</u></p> <p>1) Tuchman, E. (2010). Women and addiction: The importance of gender issues in substance abuse research. <i>Journal of Addictive Diseases</i>, 29, 127 – 138.</p> <p>2) Green, K.E., & Feinstein, B.A. (2012). Substance use in lesbian, gay, and bisexual populations: An update on empirical research and implications for treatment. <i>Psychology of Addictive Behaviors</i>, 26 (2), 265 – 278.</p> <p>*) Lehavot, K., & Simoni, J.M. (2011). The impact of minority stress on mental health and substance use among sexual minority women. <i>Journal of Consulting and Clinical Psychology</i>, 79 (2), 159 – 170.</p> <p>*) McCabe, S.E. (2010). The relationship between discrimination and substance use disorders among lesbian, gay, and bisexual adults in the United States. <i>American Journal of Public Health</i>, 100 (10), 1946 – 1952.</p> <p>3) Chartier, K., & Caetano, R. (2010). Ethnicity and health disparities in alcohol research. <i>Alcohol Research and Health</i>, 33 (1 & 2), 152 – 160.</p> <p>*) Unger, J.B., Schwartz, S.J., Huh, J., Soto, D.W., & Baezconde-Garbanati, L. (2014). Acculturation and perceived discrimination: Predictors of substance use trajectories from adolescence to emerging adulthood among Hispanic. <i>Addictive Behaviors</i>, 39, 1293 – 1296.</p> <p>*) Wallace, J.M., Muroff, J.R. (2002). Preventing substance abuse among African American children and youth: Race differences in risk factor exposure and vulnerability, 22 (3), 235 – 261.</p> <p>4) Nam, E., Matejowski, J., & Lee, S. (2017). Racial/ethnic differences in contemporaneous use of mental health and substance use treatment among individuals experiencing both mental illness and substance use disorders. <i>Psychiatry Quarterly</i>, 88, 185 – 198.</p> <p>*) Burlew, A.K., Peteet, B., McCuistian, C., & Miller-Roenigk, D. (2019). Best practices for researching diverse groups. <i>American Journal of Orthopsychiatry</i>, 89 (3), 354 – 368.</p> <p>Student Presenter: _____</p>	

Nov. 19	13	<p><u>Relapse and Relapse Prevention</u></p> <p>1) Brandon, T.H., Vidrine, J.I., Litvin, E.B. (2007). Relapse and relapse prevention. <i>Annual Review of Clinical Psychology</i>, 3, 257 – 284.</p> <p>2) Witkiewitz, K., & Marlatt, G.A. (2004). Relapse prevention for alcohol and drug problems: That was Zen, this is Tao. <i>American Psychologist</i>, 59 (4), 224 – 235.</p> <p>3) Hunter-Reel, D., McCrady, B., & Hildrebrandt, T. (2009). Emphasizing interpersonal factors: An extension of the Witkiewitz and Marlatt relapse model. <i>Addiction</i>, 104, 1281 – 1290.</p> <p>Student Presenter: _____</p> <p><u>Natural Recovery and Maturing Out</u></p> <p>1) Moos, R.H., & Moos, B.S. (2006). Rates and predictors of relapse after natural and treated remission from alcohol use disorders. <i>Addiction</i>, 101 (2), 212 – 222.</p> <p>2) Bischof, G., Rumpf, H. J., & John, U. (2012). Natural recovery from addiction. In H. Shaffer, D. A. LaPlante, & S. E. Nelson (Eds.), <i>APA addiction syndrome handbook, volume 2: Recovery, prevention, and other issues</i> (pp. 133-156). Washington, DC: American Psychological Association.</p> <p>3) Verges, A., et al. (2013). Refining the notion of maturing out: Results from the National Epidemiologic Survey on Alcohol and Related Conditions. <i>American Journal on Public Health</i>, 103, e67 – e73.</p> <p>*) Sobell, L.C. (2007). The Phenomenon of self-change: Overview and key issues. In H. Klingemann & L.C. Sobell (Eds.) <i>Promoting Self-change from Addictive Behaviors: Practical Implications for Policy, Prevention, and Treatment</i> (pp. 1 – 30). Springer.</p> <p>*) Blomqvist, J. (2007). Self-Change from alcohol and drug abuse: Often-cited classics. In H. Klingemann & L.C. Sobell (Eds.) <i>Promoting Self-change from Addictive Behaviors: Practical Implications for Policy, Prevention, and Treatment</i> (pp. 31 – 57). Springer.</p> <p>Student Presenter: _____</p>	
Nov. 26	14	<p><u>Recovery – Just what is “Recovery” anyway? Old wine in new skin?</u></p> <p>1) El-Guebaly, N. (2012). The meanings of recovery from addiction: Evolution and promises. <i>Journal of Addiction Medicine</i>, 6(1), 1-9.</p> <p>2) Kelly, J. F., & Hoepfner, B. (2015). A biaxial formulation of the recovery construct. <i>Addiction Research & Theory</i>, 23(1), 5-9.</p> <p>3) White, W. L. (2007). Addiction recovery: Its definition and conceptual boundaries. <i>Journal of substance abuse treatment</i>, 33(3), 229-241.</p> <p>*) Ashford, R.D., et al. (2019). Defining and operationalizing the phenomena of recovery: A working definition from the Recovery Science Research Collaborative. <i>Addiction Research & Theory</i>, 27 (3), 179 – 188.</p> <p>4) Cloud, W., & Granfield, R. (2008). Conceptualizing recovery capital: Expansion of a theoretical construct. <i>Substance use & misuse</i>, 43(12-13), 1971-1986.</p> <p>5) Hennessy, E. A. (2017). Recovery capital: a systematic review of the literature. <i>Addiction Research & Theory</i>, 25(5), 349-360.</p> <p>*) Groshkova, T., Best, D., & White, W. (2013). The assessment of recovery capital: Properties and psychometrics of a measure of addiction recovery strengths. <i>Drug and Alcohol Review</i>, 32, 187 – 194.</p> <p>Student Presenter: _____</p> <p><u>Synthesis – So what is “addiction”? What is the “best” treatment, if it can even be treated? What is “recovery”, how do I get there, and can I stop “being in recovery”?</u></p> <p><u>Student Initiated Topics</u></p>	Paper & Excel Table deadline

Dec. 4	15	<u>Student Initiated Topics</u>	
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NOTE: While not expected, it should be noted that lecture topics may change dates and that other changes may be made to the schedule above; if so, you will be informed and given a new copy of the syllabus schedule.