

PSYC 344 | Trinity College
EVALUATION & TREATMENT OF ADDICTIVE BEHAVIORS
Fall 2024 Syllabus

Instructor: Laura Holt, Ph.D.

Email: Laura.Holt@trincoll.edu

Phone: 860-297-4019 **Office:** Life Sciences Center, Room 210

Office Hours: Sign up for a 15-minute timeslot here: <https://tinyurl.com/holt-office-hours>
(appointments between Tues. 1:30-2:30pm; Wed. 11:00am-12:00pm; or by appointment, e-mail me!).
In-person or Zoom, your choice. If on Zoom, join here: <https://trincoll.zoom.us/my/lauraholt>

“We are racing against time. We have the equivalent of a Boeing 737 crashing every single day.”
- *Dr. Rahul Gupta, West Virginia Department of Health and Human Services*

In 2023, 107,543 people died of a drug overdose in the US, one of the highest numbers recorded in history. Over 10 million people in the US have had a substance use disorder during their lifetime, but fewer than 25% will seek treatment. Seeking treatment doesn't assure complete recovery; 9 out of 10 people who enter treatment resume use within four years.

In this course, you will learn about the varied causes of addiction, assessment strategies, and different approaches to treatment. We will place a special emphasis on the development and use of digital tools being used in the identification and treatment of addiction. You will also develop self-awareness concerning the process of behavior change and how the internalization of stigma associated with addiction can thwart accessing treatment. We will accomplish these goals through assigned readings, seminar discussions, films, case presentations, podcasts, guest speakers, a self-change project, and writing assignments. This course is “writing intensive” meaning you will revise your own writing after receiving feedback from your peers and/or your instructor.

Course Objectives

By the end of this course, you should be able to:

- Review and summarize current scientific understanding of the causes of addictions including genetic, psychological, environmental, and social/cultural factors
 - Understand how your philosophy of substance use is consistent or inconsistent with actual harm associated with different substances of abuse.
 - Identify clinical assessment tools commonly used and understand their role in diagnosis, treatment planning, and treatment outcome
 - Understand and differentiate between evidence-based psychological and pharmacological treatments for addictions and recognize their limitations
 - Consider the diverse influences of gender, ethnicity, culture, sexuality, and social class on addiction
 - Understand the impact of co-occurring psychological disorders on addictive disorders
 - Apply cognitive-behavioral and motivational change strategies to change a behavior of your own
 - Describe examples of digital therapeutics that help to identify and treat addiction
 - Explain and take a position on current controversies in addictions research and treatment
- **In this course we will view/read/discuss in-depth accounts of people's substance use, which may

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be intense or upsetting if you have dealt with (or are dealing with) a substance use disorder. If you have any concerns about your ability to participate in the course fully, **please consult with me during the add/drop period so that we can determine if the course is an appropriate fit for you.**

Prerequisite Abnormal Psychology/Psychopathology (PSYC 273) or Clinical Psychology (PSYC 270)

Required readings Miller, W.R., Forcehimes, A.A., & Zweben, A. (2019). *Treating addiction: A guide for professionals* (2nd Edition). New York: Guilford Press. ISBN: 978-1462540440

All other course readings are available in a course pack available for purchase at the Trinity bookstore.

Accessing Course Information

A current syllabus is posted under its own heading on Moodle. Any changes in the syllabus will be announced in class and a revised syllabus will be posted on Moodle. Details about each assignment are provided in separate documents and are also posted on Moodle.

Expectations for In- and Out-of-Class Engagement

(a) Attendance and class participation

Given that this is a seminar class, I expect you to attend and actively participate in every class and to **bring the assigned readings to every class**. Your consistent and thoughtful participation are essential to ensure a good learning experience for you and your classmates. **More than three absences and/or late arrivals to class will negatively impact your participation grade.**

Interesting and fruitful discussions occur when people hold different opinions; thus, I would encourage you to share your ideas respectfully, even if they differ from others' ideas and/or my own. Following each class, I will assess the frequency, thoughtfulness, and insightfulness of your contributions in class, in addition to the depth of your comments on Moodle. If you do an average job responding to reading questions (see below) and participating in class discussion you will receive 70-80 points; good participation=80-90 points; outstanding participation=90-100 points. Please check with me if you are ever unsure about the quality of your participation.

(b) Classroom etiquette

Please attend class **on time** and **turn off and put away all electronic devices (e.g., smart phones, tablets)** when you enter the classroom. Audio recordings of our class sessions are not permitted. Because this is a discussion-based course, the use of laptops/tablets is not permitted as it interferes with our ability to engage with one another. If you are permitted laptop use due to your accommodations plan, please speak with me so that we can determine how to best meet your needs. Please alert me ahead of time if you need to leave class early or

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if you will be arriving late and use the restroom prior to class. Finally, be respectful of your fellow classmates, especially during our discussions.

(c) Moodle responses to reading questions

2-3 questions related to each assigned reading are posted on Moodle. **Responses to the reading questions should be posted on Moodle by 10pm the day before every class.** You can miss three posts over the course of the semester without penalty. These questions (and your responses) will provide the basis for in-class discussion.

(d) Student presentations & discussions

You will sign up to co-lead a presentation/discussion of one article or chapter during the semester. Even though your classmates are assigned these readings, please provide a brief background regarding the rationale for the study and the key findings (or the main points of the article/chapter if it's not an empirical study). Sometimes students find it helpful to share a brief video to illustrate some of the concepts discussed in the article. **Propose at least 2 thought-provoking questions to your classmates regarding the topic (consider starting with a question so you don't run out of time).** Your presentation/discussion should take about 20-25 minutes.

Writing Assignments and Late Work Submission

Please see the handout, "Writing Assignments and Project Guidelines" for more information on each course assignment, along with due dates/times. **Ten points will be deducted if the paper is posted after 11:59pm ET and for each day the paper is late.**

I recognize that unforeseen events may impact your ability to complete your work in a timely manner. Thus, you can choose **three grace days** throughout the semester to be late on a Moodle post and/or writing assignment, without penalty. You can use all your grace days on one assignment (**except for the final Controversial Issues Paper, for which only one grade day can be used**) or split them up across assignments. If you would like to use a grace day/s, let me know **before the assignment is due**. In your e-mail, please let me know when you intend to submit the assignment.

If you experience a serious event/circumstance that precludes you from completing an assignment on time, please reach out to the Dean of Students and/or share documentation with me **within 48 hours of a deadline** regarding your circumstances so that we can determine next steps.

Grading

Letter grades will be assigned based on the percentage of points you earn from writing, revising your writing and reviewing the writing of others, a class presentation, your consistent participation, and your thoughtful completion of the self-change project. You can track your progress by dividing your total points [papers (65%) + project (10%) + class participation (20%) + class presentation (5%)] by 500. An A+ is assigned in cases where a student earns 497-500 points.

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Course participation	_____ / 100
Collaborative presentation	_____ / 25
Paper #1 (personal philosophy):	_____ / 75
Paper #2 (memoir or AA analysis):	_____ / 100
Self-change project & Paper #3	_____ / 100
Paper #4 (controversial issues)	_____ / 100

Grand Total: _____ / 500 = _____ x 100 = _____%

Students who read the assigned texts and articles carefully, compose thoughtful answers to the Moodle questions and stimulating questions for the class to consider, prepare thoroughly for in-class discussions and their presentation, and outline/draft/obtain feedback on writing assignments can expect to **spend an average of 7-9 hours per week outside of class** on these activities.

Intellectual Honesty (taken, in part, from the *Student Handbook*)

Intellectual dishonesty can take many forms, including:

- Using unauthorized information/materials during an exam
- Copying another student's responses on an exam, paper, or assignment
- Using a generative AI bot, such as ChatGPT to write a paper or Moodle post
- Collaboration on assignments, papers, exams without permission of the instructor
- Plagiarizing (intentional or unintentional)
- Submitting work completed for another course without permission of the instructors

If I suspect a student has engaged in any form of academic dishonesty, I will report this information to the Dean of Students so that the Jury Pool can assess the case and determine an appropriate consequence. It is **essential** that you work independently on assignments and during exams. If you have a question about how to paraphrase an idea or document a reference properly, or any other questions about the above policy, **please ask me**.

Students with Academic Accommodations

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need some accommodation to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, **please notify me by the end of the second week of classes**. For those students with accommodations approved after the start of the semester, a minimum of 10 days' notice is required. Please be sure to meet with me privately to discuss implementation. Student Accessibility Resources can be reached by emailing SARC@trincoll.edu.

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A.I. Writing Tools and Effective Learning *(adapted from Allan K. Smith Writing Center)*

Artificial intelligence (A.I.) tools that produce writing when given human input/ prompts have become increasingly popular. We will have ongoing conversations in this course about the role of A.I. in our own writing/research processes. However, a word of caution: any attempt to pass off A.I. writing as your own in this course would be unwise, not only because it is a form of intellectual dishonesty, but also because:

- As with other kinds of cheating, **the main person you're cheating is yourself** – if you don't put in the work to develop your writing skills organically, you've paid a lot of money to learn nothing.
- **A.I. writing is not consistently good, and it's risky to use.** At present, this software produces writing that is mostly formulaic and generic, lacks the ability to meaningfully integrate critical contextual detail, and often does not properly cite/synthesize sources (and it sometimes fabricates them, which is an academic integrity violation). Sometimes it is obvious when a student has used an AI tool, either because of the formulaic nature of the writing and/or because an AI detector tool identifies the work as nearly all generated by AI.
- It is simply **easier to write your own work in this class.** A.I. writing tools are notoriously context-blind, and in a class where writing assignments draw on individual's experiences, our text, and points of discussion from our class, asking A.I. to perform these tasks for you may be largely ineffective. I've tested our writing prompts & assignments and the results often lack the depth and accuracy I expect in student responses.
- As a human reader and your instructor, I don't care what you can get an A.I. program to write. **I want to hear your unique voice** and help you develop it into something you can use and be proud of throughout your life. So please be genuine in your writing for this class – doing so will allow you to get much more out of this course.

How to Succeed in this Course

Engagement and participation are essential to the learning process. If you read the assigned articles/texts carefully, respond to the reading questions thoughtfully and on-time, contribute to our in-class discussions, and invest time in your writing (and reviewing others' writing), you are likely to do well. It is important to keep up with your reading – I expect you to complete all of the assigned reading.

****If you are experiencing difficulty in the course, please come to my office hours or schedule an appointment. I am here to HELP you. Please do not wait to seek help, as I cannot help you effectively at the last minute or offer extra credit.****

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Class Schedule & Readings

****Read assigned chapters and articles in advance of our class meetings.**

The class syllabus and schedule are subject to change.

It is your responsibility to attend class and note any announced schedule changes.**

September 3

- **Introduction**
 - Course Introduction & Review of Syllabus
 - Discussion of Addictive Behaviors and Substances
 - Sign up for a Student Presentation: <http://tinyurl.com/psyc344signup>

September 5

- **Introduction (continued)**
 - McLellan, A. T., Lewis, D. C., O'Brien, C. P., & Kleber, H.D. (2000). Drug dependence, a chronic medical illness: Implications for treatment, insurance, and outcome evaluation. *Journal of American Medical Association*, 284, 1689-1695.
 - Miller, W. R., Forchimes, A. A., & Zweben, A. (2019). What is addiction? *Treating addiction: A guide for professionals* (pp. 12-30). New York: Guilford Press.
 - PODCAST: A New Understanding of Addiction.
<http://www.kera.org/2016/05/17/a-new-way-of-understanding-addiction/>

September 10

- **Etiology**
 - Hesselbrock, V. M. & Hesselbrock, M. N. (2006). Developmental perspectives on the risk for developing substance abuse problems. In W.R. Miller & K.M. Carroll (Eds.) *Rethinking substance abuse: What the science shows and what we should do about it* (pp. 97-114). New York: Guilford Press.
 - Lévesque, D., Sévigny, S., Giroux, I., & Jacques, C. (2018). Psychological vulnerability and problem gambling: the mediational role of cognitive distortions. *Journal of Gambling Studies*, 34(3), 807-822.
 - Rosengren, J. (2016, December). How casinos enable gambling addicts. *The Atlantic*.

September 12

- **Biological Underpinnings & Motivational Theories of Addiction**
 - Miller, W. R., Forchimes, A. A., & Zweben, A. (2019). How drugs work. In *Treating addiction: A guide for professionals* (pp. 31-50). New York: Guilford Press.
 - Rose, G.S., & Walters, S. T. (2013). Theories of motivation and addictive behavior. In S.T. Walters & F. Rotgers (Eds.) *Treating substance abuse: Theory and technique*. New York: Guilford Press (pp. 9-27).
- **Additional Resources:**
 - Robinson, M. J. F., Fischer, A. M., Ahuja, A., Lesser, E. N., & Maniates, H. (2015). Roles of “wanting” and “liking” in motivating behavior: gambling, food, and drug addictions. *Behavioral Neuroscience of Motivation*, 105-136.

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- Heilig, M., MacKillop, J., Martinez, D., Rehm, J., Leggio, L., & Vanderschuren, L. J. (2021). Addiction as a brain disease revised: why it still matters, and the need for consilience. *Neuropsychopharmacology*, 1-9.

September 17

- **Clinical Assessment & Diagnosis**

- Miller, W. R., Forchimes, A. A., & Zweben, A. (2019). Screening, evaluation, and diagnosis. *Treating addiction: A guide for professionals* (pp. 71-91). New York: Guilford Press.
- [Babor, T.F., Higgins-Biddle, J.C., Saunders, J.B., & Monteiro, M.G. \(2001\). *The Alcohol Use Disorders Identification Test: Guidelines for use in primary care \(2nd Ed.\)* \(pp. 5-24\). Geneva, Switzerland: World Health Organization.](#)

September 19

- **Clinical Assessment & Diagnosis (continued)**

- Miller, W. R., Forchimes, A. A., & Zweben, A. (2019). Withdrawal management and health care needs. *Treating addiction: A guide for professionals* (pp. 92-115). New York: Guilford Press.
- Rugle, L. (2014). Case conceptualization with clients presenting with disordered gambling. In D.C.S. Richard, A. Blaszczynski, & L. Nower (Eds.), *The Wiley-Blackwell Handbook of Disordered Gambling* (pp. 132-164). Malden, MA: John Wiley & Sons, Inc.

September 24

- **Marginalized and/or Stigmatized Populations**

- Belenko, S., Hiller, M., & Hamilton, L. (2013). Treating substance use disorders in the criminal justice system. *Current Psychiatry Reports*, 15(11), 1-11.
- Freitag, T. M., Chen-Sankey, J. C., Duarte, D. A., Ramsey, M. W., & Choi, K. (2021). Variations in substance use and disorders among sexual minorities by race/ethnicity. *Substance Use & Misuse*, 56(7), 921-928.
- “When Addiction Has a White Face” *New York Times*

September 26

- **Personal Philosophy of Substance Use due on Moodle @ 11:59pm ET**

- **Group Treatment**

- Miller, W. R., Forchimes, A. A., & Zweben, A. (2019). Working with groups. *Treating addiction: A guide for professionals* (pp. 342-362). New York: Guilford Press.
- Pytell, J. D., & Rastegar, D. A. (2021). Down the drain: reconsidering routine urine drug testing during the COVID-19 pandemic. *Journal of Substance Abuse Treatment*, 120, 108155.

- **Student Presentation #1:**

- Abrantes, A. M., Meshesha, L. Z., Blevins, C. E., Battle, C. L., Lindsay, C., Marsh, E., ... & Stein, M. (2022). A smartphone physical activity app for patients in alcohol treatment: Single-arm feasibility trial. *JMIR Formative Research*, 6(10), e35926.

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October 1

- **Mutual-Help Groups and Twelve Step Facilitation**
 - Wallace, J. (2012). Theory of 12-Step oriented treatment. In S.T. Walters & F. Rotgers (Eds.) *Treating substance abuse: Theory and technique*. New York: Guilford Press (pp. 167-190).
- **Additional Resource:**
 - [NIAAA \(1994\). *Twelve step facilitation therapy manual: A clinical research guide for therapists treating individuals with alcohol abuse and dependence*. Project MATCH Monograph Series, Volume 1. NIH Publication No. 94-3722. Rockville, MD: National Institutes of Health.](#)

October 3

- **Mutual-Help Groups and Twelve Step Facilitation (continued)**
 - Nowinski, J. (2012). Facilitating 12-Step Recovery from Substance Abuse. In S.T. Walters & F. Rotgers (Eds.) *Treating substance abuse: Theory and technique*. New York: Guilford Press (pp. 191-223).
 - Glaser, G. (2015). “The irrationality of alcoholics anonymous” *The Atlantic*
- **Additional Resource:**
 - Miller, W. R., Forchimes, A. A., & Zweben, A. (2019). Mutual help groups. *Treating addiction: A guide for professionals* (pp. 251-270). New York: Guilford Press.

October 8

- **Cognitive Behavioral Theory and Therapy**
 - Rotgers, F. (2012). Cognitive-behavioral theories of substance abuse. In S.T. Walters & F. Rotgers (Eds.) *Treating substance abuse: Theory and technique*. New York: Guilford Press (pp. 113-137).
 - Marinchak, J., & Morgan, T. J. (2012). Behavioral treatment techniques for psychoactive substance use disorders. In S.T. Walters & F. Rotgers (Eds.) *Treating substance abuse: Theory and technique*. New York: Guilford Press (pp. 138-166).
- **Additional Resource:**
 - [NIAAA \(1994\). *Cognitive behavioral coping skills therapy manual: A clinical research guide for therapists treating individuals with alcohol abuse and dependence*. Project MATCH Monograph Series, Volume 3. NIH Publication No. 94-3724. Rockville, MD: National Institutes of Health.](#)

October 10

- **Cognitive Behavioral Therapy (continued)**
- **Student Presentation #2:**
 - Taubin, D., Berger, A., Greenwald, D., Greenwald, H., Burke, C., Gongora, D. S., & Wilens, T. (2022). A systematic review of virtual reality therapies for substance use disorders: Impact on secondary treatment outcomes. *The American Journal on Addictions*.

October 15: NO CLASS / Trinity Days

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October 17

- **Controlled Drinking/Moderation & Natural Recovery**
 - Cloud, R. N., McKiernan, P., & Cooper, L. (2003). Controlled drinking as an appropriate treatment goal. *Alcoholism Treatment Quarterly*, 21, 67-82.
 - Bishop, F.M. (2018). Self-guided change: The most common form of long-term, maintained health behavior change. *Health Psychology Open*, 5, 1-14.
- **Additional Resource:**
 - Henssler, J., Müller, M., Carreira, H., Bschor, T., Heinz, A., & Baethge, C. (2021). Controlled drinking—non-abstinent versus abstinent treatment goals in alcohol use disorder: A systematic review, meta-analysis and meta-regression. *Addiction*, 116(8), 1973-1987.

October 22

- **Treating Comorbid Psychopathology**
 - Miller, W. R., Forchimes, A. A., & Zweben, A. (2019). Treating co-occurring conditions. *Treating addiction: A guide for professionals* (pp. 311-330). New York: Guilford Press.
 - Dimeff, L. A., McMain, S., Sayrs, J. H. R., Wilks, C.R., & Linehan, M. M. (2022). Dialectical behavior therapy for individuals with borderline personality disorder and substance use disorders. In L. A. Dimeff, S.L. Rizvi, & K. Koerner (Eds.), *Dialectical behavior therapy in clinical practice: Applications across disorders and settings* (pp. 233-263). New York: Guilford Press.

October 24

- **Memoir or Self-Help Analysis due 10/24 @ 11:59pm ET**
- **Tobacco and E-cigarettes**
 - Guest speaker: Dr. Danielle Davis, Yale University School of Medicine
- **Student Presentation #3:**
 - Graham, A. L., Amato, M. S., Cha, S., Jacobs, M. A., Bottcher, M. M., & Papandonatos, G. D. (2021). Effectiveness of a vaping cessation text message program among young adult e-cigarette users: a randomized clinical trial. *JAMA Internal Medicine*, 181(7), 923-930.

October 29

- **Begin Self-Change Project today**
- **Letter to your substance/behavior (see Writing Assignments) due @ 11:59pm on Moodle**
- **Importance & Confidence rulers (see Writing Assignments) anonymous in class**
- **Motivational Interviewing**
 - Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Preparing people for change* (3rd ed.). New York: Guilford Press. (pp. 1-73)

October 31

- **Motivational Interviewing (continued)**

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- Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Preparing people for change* (3rd ed.). New York: Guilford Press. (pp. 167-211)

November 5

- **First self-monitoring log due @ 11:59pm on Moodle**
- **Decisional balance exercise due @ 11:59pm on Moodle**
- **Contingency Management**
 - Miller, W. R., Forchimes, A. A., & Zweben, A. (2019). Contingency management. *Treating addiction: A guide for professionals* (pp. 197-202). New York: Guilford Press.
- **Student Presentation #4:**
 - Hammond, A. S., Sweeney, M. M., Chikosi, T. U., & Stitzer, M. L. (2021). Digital delivery of a contingency management intervention for substance use disorder: A feasibility study with DynamiCare Health. *Journal of Substance Abuse Treatment, 126*, 108425.

November 7

- **College Students**
 - Jeffries, E. R., Lemke, A. W., Shah, S. M., Dean, K. E., Richter, A. A., & Buckner, J. D. (2016). Addictive behavior interventions among college students. *Current Addiction Reports, 3*(4), 368-377.
 - Dimeff, L. A. (1999). *Brief alcohol screening and intervention for college students (BASICS): A harm reduction approach*. (pp. 97-129). New York: Guilford Press.
- **Student Presentation #5:**
 - Carey, K. B., Merrill, J. E., Boyle, H. K., & Barnett, N. P. (2020). Correcting exaggerated drinking norms with a mobile message delivery system: Selective prevention with heavy-drinking first-year college students. *Psychology of Addictive Behaviors, 34*(3), 454-464.

November 12

- **Second self-monitoring log due @ 11:59pm on Moodle**
- **Family-Based Approaches & CRAFT**
 - Miller, W. R., Forchimes, A. A., & Zweben, A. (2019). A community reinforcement approach. *Treating addiction: A guide for professionals* (pp. 207-220). New York: Guilford Press.
 - Miller, W. R., Forchimes, A. A., & Zweben, A. (2019). Working with significant others. *Treating addiction: A guide for professionals* (pp. 221-227). New York: Guilford Press.
 - Miller, W. R., Forchimes, A. A., & Zweben, A. (2019). Strengthening relationships. *Treating addiction: A guide for professionals* (pp. 228-250). New York: Guilford Press.
- **Student Presentation #6:**
 - Weddle, M., & Kokotailo, P. (2002). Adolescent substance abuse: Confidentiality and consent. *Pediatric Clinics of North America, 49*, 301-315.
 - [for table with updated consent laws by state] Sharko, M., Jameson, R., Ancker, J. S., Krams, L., Webber, E. C., & Rosenbloom, S. T. (2022). State-by-state variability in adolescent privacy laws. *Pediatrics, 149*(6), e2021053458.

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- **Additional Resource:**
 - www.the20minuteguide.com (strategies for helping family members with SUDs)

November 14

- **Family-Based Approaches & CRAFT (continued)**
 - Guest speaker: Jane Macky, Founder and CEO, We The Village
 - Check out We The Village's website [here](#) and an [interview](#) with Jane

November 19

- **Third self-monitoring log due @ 11:59pm on Moodle**
- **Functional analysis due @ 11:59pm on Moodle**
- **Medications**
 - Miller, W. R., Forchimes, A. A., & Zweben, A. (2019). Medications in treatment. *Treating addiction: A guide for professionals* (pp. 271-292). New York: Guilford Press.
 - "Addicted to a Treatment for Addiction" *New York Times*.
- **Student Presentation #7:**
 - Bogenschutz, M. P., Ross, S., Bhatt, S., Baron, T., Forchimes, A. A., Laska, E., ... & Worth, L. (2022). Percentage of heavy drinking days following psilocybin-assisted psychotherapy vs. placebo in the treatment of adult patients with alcohol use disorder: a randomized clinical trial. *JAMA Psychiatry*, 79(10), 953-962.

November 21

- **Reflection on Self-Change Project experience due Sunday 11/24 @ 11:59pm on Moodle**
- Guest speaker: Dr. Martha Tillson, Research Scientist, University of Kentucky

November 26

- **Relapse Prevention**
 - Hendershot, C. S., Witkiewitz, K., George, W. H., & Marlatt, G. A. (2011). Relapse prevention for addictive behaviors. *Substance Abuse Treatment, Prevention, and Policy*, 6, 1-17.
 - "Can Shame Be Useful?" *New York Times*.
- **Student Presentation #8:**
 - Carreiro, S., Taylor, M., Shrestha, S., Reinhardt, M., Gilbertson, N., & Indic, P. (2021). Realize, Analyze, Engage (RAE): A digital tool to support recovery from substance use disorder. *Journal of Psychiatry and Brain Sciences*, 6, e210002.

December 3

- **Harm Reduction**
 - Ramprashad, A., Burnett, G. M., & Welsh, C. (2022). Harm reduction: Not dirty words any more. *Psychiatric Clinics*, 45(3), 529-546.
 - Hinch, J. (July, 2023). What happened when Oregon decriminalized hard drugs. *The Atlantic*.
 - Humphreys, K., & Caulkins, J. (December, 2023). Destigmatizing drug use has been a profound mistake. *The Atlantic*.

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December 5

- **Course Wrap-Up**
 - WATCH: “Chasing Heroin” *Frontline (PBS)*, 2016 on Trinflix
 - Interlandi, J. (December, 2023). 48 million Americans live with addiction. Here’s how to get them help that works. *The New York Times*.
- **Sign-up for paper conference (OPTIONAL) by @ 9pm.**

December 9 (Monday)

- **Draft of Controversial Issues Paper due @ 11:59pm on Moodle**

December 11 (Wednesday)

- **Peer reviews (2) of classmates’ controversial issues paper due @ 11:59pm on Moodle**

December 15 (Sunday)

- **Final Draft of Controversial Issues Paper (& reflection) due @ 11:59pm on Moodle**

ENJOY WINTER BREAK!