

# Addictions and Treatment Section 01

## PSYC 226

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/21/2024

### Contact Information

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Class Days/Time: Tuesdays 12pm-2:45pm

Classroom: DMH 308

Professor: Juan Peña Ph.D.

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Office: DMH 321

Phone: 408-924-5947

Please include PSYC 226 in the subject line along with your last name (e.g., PSYC 226 Peña)

### Office Hours

Wednesday, 9:00 AM to 11:30 AM, DMH 321

or by appointment

### Course Description and Requisites

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Advanced course in assessment, diagnosis, and treatment, and prevention of substance abuse and dependence and co-occurring disorders in multiple settings. Critical review of research related to the evaluation of treatment strategies are provided from recovery models, family, and individual perspectives.

Prerequisite: PSYC 203A & graduate standing in MS psychology program

Letter Graded

### Classroom Protocols

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This is a graduate seminar, and I encourage you to be attentive in class, participate in discussions, and limit other distractions. Please place cell phones on silent mode during class. If you must make or answer a call, please excuse yourself from class for such activity. Please do not browse the web during class. Most importantly, please be respectful of your classmates' opinions, as this is a seminar course and we are likely to discuss topics for which students will have differing views. Also, if you discuss client-related content in class, please be sure to protect that person's confidentiality. Students are asked not to share these discussions outside of class.

Attendance is expected each week. If you have to miss a class, please let me know ahead of time. If you have to miss a few classes, please make an appointment with me so that we can discuss your progress in the course and your reasons for not attending class.

It is possible, that I may make further changes to the syllabus and will ensure that I notify you as soon as possible.

## Artificial Intelligence (AI) policy

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. This policy governs all such tools, including those released during our semester together. You may use generative AI tools on assignments in this course, within the following limitations. **If you do use generative AI tools on assignments in this class, you must properly document and credit the tools themselves. Cite the tool you used, following the pattern for computer software given in the specified style guide. Additionally, please include a brief description of a few sentences (e.g., what did you ask, what did you do to check for accuracy of the information, what modifications did you make, how did it help you understand the material or assignments) on how you used the tool. To obtain credit, please include this information in an appendix.**

If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course.

As specified elsewhere in the syllabus, this course may require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text. If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, I will apply the Student Conduct Code (California Code 41301 Standards for Student Conduct) as appropriate to your specific case. In addition, you must be wary of unintentional plagiarism or fabrication of data. Depending on the specific circumstances, a first offense academic integrity violation related to misuse of generative AI could lead to a sanction for violation of the Student Conduct Code. Please act with integrity, for the sake of both your personal character and your academic record.

This statement was generated with the help of the Generative AI syllabus statement tool through Seaver college

## Program Information

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**Licensure Learning Outcomes (LLOs)** indicate how each course meets the educational requirements as detailed by the CA Board of Behavioral Sciences. [The MS Clinical LLOs are detailed on our program website. \(https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php\)](https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php)

**Program learning outcomes (PLOs)** are skills and knowledge that students will have achieved upon completion of the MS in Clinical Psychology degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. Interventions and evidence-based applications

1.1 Students will be able to apply, compare, and contrast a variety of psychotherapy theories and implement at least one chosen theory or intervention with clinical case material

1.2 Students will be able to evaluate, select, and implement empirically supported clinical interventions for clinical case material and clients

2. Communication and Case presentation

2.1 Students will be able to integrate and communicate clinical case material

2.2 Students will be able to synthesize contextual and cultural variables into their understanding of and presentation of client materials

2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers

2.4 Students will be able to analyze cases other than those they are treating, applying theories, principles, and relevant empirical findings to those cases

3. Competent Assessment and Evaluation

3.1 Students will be able to evaluate, select, and implement different assessment devices and strategies for assessing client outcomes and processes of change over the course of treatment including nomothetic and idiographic approaches

4. Professional clinical practice

4.1 Students will demonstrate competency consistent with professional standards of practice in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family/couples therapy, cultural diversity and humility, risk management and safety planning, psychopharmacology, and issues relevant to adult and child clinical populations.

5. Preparation and meeting professional licensing requirements

5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

# Course Learning Outcomes (CLOs)

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CLO1: Identify and describe the DSM-5 diagnoses that are relevant to substance use disorders (SUDs), and other addictions.

CLO2: Identify and describe the empirically-supported treatments and community-based supports for SUDs.

CLO3: Summarize the current issues discussed in the literature related to SUD prevention, diagnosis, and treatment.

CLO4: Articulate how treatment principles are implemented in addictions treatment, through lecture, case discussion and video demonstrations.

CLO5: Explain the basic neurobiology involved in addictions, as well as the effects of specific substances and medication treatment options.

## Licensure Learning Outcomes

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LL01: For the LPCC requirements, this course is designed to fulfill category (K): Addictions counseling, including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources.

LL02: For the MFT requirements, this course includes instruction in substance use disorders, co-occurring disorders, addiction, and the areas of study specified in BPC Section 4980.36(d)(2)(I).

(I) Substance use disorders, co-occurring disorders, and addiction, including, but not limited to, instruction in all of the following:

(i) The definition of substance use disorders, co-occurring disorders, and addiction. For purposes of this subparagraph, "co-occurring disorders" means a mental illness and substance abuse diagnosis occurring

simultaneously in an individual.

(ii) Medical aspects of substance use disorders and co-occurring disorders.

(iii) The effects of psychoactive drug use.

(iv) Current theories of the etiology of substance abuse and addiction.

(v) The role of persons and systems that support or compound substance abuse and addiction.

(vi) Major approaches to identification, evaluation, and treatment of substance use disorders, co-occurring disorders, and addiction, including, but not limited to, best practices.

(vii) Legal aspects of substance abuse.

(viii) Populations at risk with regard to substance use disorders and co-occurring disorders.

(ix) Community resources offering screening, assessment, treatment, and follow-up for the affected person and family.

(x) Recognition of substance use disorders, co-occurring disorders, and addiction, and appropriate referral.

(xi) The prevention of substance use disorders and addiction.

LL03: For the MFT requirements, the course also provides instruction about the effects of socioeconomic status on treatment and available resources in partial fulfillment of MFT training as required in BPC Section 4980.36(d)(2)(F).

## Course Materials

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### Building Motivational Interviewing Skills: A Practitioner Workbook

**Author:** Rosengren, D. B.

**Publisher:** Publisher: Guilford

**Edition:** 2nd

**ISBN:** 978-1462532063

**Availability:** Online outlets and the campus bookstore Price: \$40-50 depending on ebook or print version

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### Peer-Reviewed Articles and Treatment Manuals

Available on Canvas. Check syllabus for schedule

## Course Requirements and Assignments

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### Midterm and Final Exam (CLO1-5)

2 X 50 points each

The first exam will be given during class and you'll have 2 hours and 45 minutes to complete the exam. The final exam will be given on Canvas during a specified window of time. Both exams will involve 10 short answer questions (2 points each) and 2 vignettes (15 points each) that involve conceptualizing cases and developing treatment goals from different theoretical approaches. The midterm and final are open notes exams.

## Weekly Reading Quizzes (CLO 3, 4, 5)

12 X 10 points each

For most weeks of class, you will complete a quiz on Canvas prior to class on Tuesdays. Quizzes will be due by Monday at 11:59pm. Quizzes are open notes and timed (20 minutes). Your responses should be about a paragraph long and show evidence of having read the assigned material. The response should not be based on your opinion; it needs to be informed by the readings.

## Discussion Leader (CLO1-5)

1 X 15 points

Discussion leaders are expected to add to the lecture/class discussion by integrating questions and discussion points brought up by students on the weekly Canvas discussion board. You should come prepared to class with questions that should be asked/integrated throughout the lecture. Your grade will be based on facilitating discussion among students throughout the class period (10 points) and overall preparedness/presentation skills for the discussion (5 points). Your discussion should show evidence of integrating student questions and applying them to our content and clinical practice. You will not be able to make up discussion leader points if you're unable to attend class on the day you've signed up for.

## Discussion Questions (CLO1-5)

13 X 5 points each

Each week prior to our meeting (Sunday night), you will be expected to turn in three discussion points or questions related to the reading. These will be turned in via upload or text box on Canvas. The questions can either ask clarification on something you are confused about, or pose a question to the class for an issue where you would like to hear other opinions. These questions will be turned in the day before our class meeting so that the discussion leader can review them prior to class. Your grade will be based on evidence of reading and integrating the material. On your discussion leader day, you do not need to turn in your own discussion questions. You will receive automatic credit on that day for the discussion questions assignment.

## Mutual-Help Group or Alternative Research Paper

1 X 40 points

Each student will write a short research paper on one of the following options:

1. A mutual-help group that is not based on the 12-steps, such as Refuge Recovery, LifeRing, SMART Recovery, Moderation Management, or Women for Sobriety.
2. Attend a mutual-help group and write a paper about your experience at the meeting, as well as research on the specific group
3. Select one treatment we have discussed in this course for substance use disorders or go to the American Psychological Association Division 12 (Clinical Psychology) [website](https://div12.org/psychological-treatments/) (<https://div12.org/psychological-treatments/>) and under resources, select "Psychological Treatments" then, "Find a treatment". Here, you will select relevant disorders for this course including: a) Cocaine, b) alcohol, c) mixed-substance use/dependence, d) substance and alcohol use disorders and find and select one treatment you want to learn more about.

The paper should be 4-5 pages, in APA style, and should summarize the philosophy/process of the group or treatment, how it differs from typical 12-step groups, and any available research support for outcomes related to attendance in that group, drop out rates for treatment, improvement in substance use, and other related outcomes. Papers should aim to include 2-3 peer-reviewed articles, with at least one article published within the past 5 years. The goal of the paper is to better understand options that are available to clients who may not want to attend 12-step groups. A rubric for the paper is available on Canvas.

Late policy for this paper: Papers are due in Canvas by 11:59pm on Friday Dec 6. A paper is considered late if it is not turned in by that time. Papers that are up to 24 hours late will automatically lose 10points. Papers that are more than 24 hours late will receive no points. The following file types are compatible with the online upload on Canvas: doc, docx, and pdf.

Please note that Canvas has a plagiarism detection system. You will be able to see originality reports for your paper before submitting it. Please take this information seriously, as evidence of plagiarism will lead to a score of zero on the paper.

## Extra Credit

Throughout the semester, there may be opportunities for extra credit. I will make an announcement to let you know.

## ✓ Grading Information

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Final Grades: Your final letter grade will be based on a percentage obtained by dividing your points by the total points for this course. I will use the following grading rubric:

A+ = 97.0-100%

A = 93.0-96.9%

A- = 90.0-92.9%

B+ = 87.0-89.9%

B = 83.0-86.9%

B- = 80.0-82.9%

C+ = 77.0-79.9%  
 C = 73.0-76.9%  
 C- = 70.0-72.9%  
 D+ = 67.0-69.9%  
 D = 63.0-66.9%  
 D- = 60.0-62.9%  
 F = 59.9% or less

## University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

All quizzes are due on Canvas by Monday night at 11:59pm. All discussion board posts are due by Sunday night at 11:59pm.

When	Topic	Notes
Week 1: August 27th	Introductions, Syllabus Review, Course Overview, Discussion	Reading: Hart (2017); Kelly Addictionary article  Assignments: Obtain book, sign up for discussion leader dates
Week 2: September 3rd	Addiction Models and Mechanisms	Reading: Surgeon General's Report Chapter 2  Assignments: Quiz 1, Discussion Questions 1
Week 3: September 10th	Substance Classes and Effects; Pharmacotherapy; Diagnosis and Assessment	Readings: Volkow & Skolnick (2011); Manuel et al., 2015  Assignments: Quiz 2, Discussion Questions;
Week 4: September 17	Motivational Interviewing Part 1: Theory and Conceptualization	Readings: Rosengren  Ch 2, 3, and Part II (Skip the exercises)  Assignments: Quiz 3, Discussion questio



Week 5: September 24	Motivational Interviewing Part 2: Specific Strategies	Readings: Rosengren Part III (skip the exercises)  Assignments: Quiz 4, Discussion question
Week 6: October 1	Motivational Interviewing Part 3: Cultural Adaptations; Harm reduction	Readings: Lee et al., 2011; Self et al., 2022; Rosengren Part IV (skip the exercises)  Assignments: Quiz 5, discussion questions  Review sample MI video links
Week 7: October 8	Community reinforcement approach (CRA) and CRAFT	Reading: Meyers et al., 2011  Assignments: Quiz 6, discussion questions
Week 8: October 15	<b>Midterm</b>	<b>Midterm given in class - cases are based on MI and CRA/CRAFT</b>
Week 9 October 22	Comorbidity/Dual-Diagnoses; Brief Interventions; Stepped care	Reading: Chen et al. (2020); Flanagan et al. (2016) Assignments: Quiz 7, Discussion Questions 7;
Week 10 October 29	Cognitive Behavioral Therapy Part 1: Theory and Conceptualization	Readings: CBT SUD Manual Part 1, pages 1-14. Part 2 up to pg 56  Assignments: Quiz 8, Discussion Questions 8
Week 11 November 5	Cognitive Behavioral Therapy Part 2: Specific Strategies	Readings: CBT SUD Manual  pgs 57-115 plus pick one elective component to read about Assignments: Quiz 9, Discussion Questions 9;
Week 12 November 12	Cognitive Behavioral Therapy Part 3: Cultural Adaptations	Readings:  Burrow-Sanchez et al. (2011); Burlew et al. (2013); Ornelas et al. (2015)  Assignments: Quiz 10, Discussion Questions 10;

Week 13 November 19	12-Step/12-step facilitation (TSF) and Other Mutual-Help Groups	Readings: Kelly (2017) and Kelly, Greene, & Bergman(2014) Assignments: Quiz 11, Discussion Questions 11
Week 14 November 26	Adolescent Treatments: Contingency Management	Readings: Winters et al. (2018) Assignments: Quiz 12, Discussion Questions12;
Week 15: December 3	Relapse Prevention; Other Types of Addictions	Readings: Karim & Chaudhri (2012), Ribeiro et al. (2021)  Assignments: Discussion Questions 13;  Last day of class. SJSU classes end Monday Dec 9.  <b>Final paper due Friday Dec 6 at 11:59pm</b>
Final Exam		Final exam open from Tues Dec 10 9:45am until Tues Dec 17 at 11:59pm