

**Chicago Campus
Department of Psychology
PsyD Program
Course Syllabus**

Course Title:	Advanced Treatment of Addictive Disorders
Course Number and Section:	PSY 713A
Credit Hours:	3 Credit Hours
Course Section Schedule:	Fall 2025: 9/4/25 – 12/11/25 Thursday 9 AM – 12 PM Room 16-106
Prerequisites:	Diagnosis and treatment of addictive disorders - 709
Co-requisites:	None
Instructor Name:	Michael B. Madson, Ph.D.
Office Hours:	Wednesday noon – 1:00 pm; Thursday 8:30-9 am and by appointment
Contact Information:	mmadson@adler.edu

COURSE DESCRIPTION

This course will focus on the examination and evaluation of evidence-based treatment practices for addictive disorders, including process addictions. The course will also examine core functions of addiction psychologists. Clinical concepts, terminology, and treatment modalities including group, individual, couple, and family counseling techniques are reviewed. The importance of the clinical continuum of care is discussed with additional emphasis on prevention, intervention, treatment and aftercare. Other topics relevant to the addiction psychologist from the treatment perspective, clinical supervision, ethical practices, and legal aspects are presented.

PROGRAM AND PROFESSION-WIDE COMPETENCIES

Intervention

- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature
- Implement interventions informed by assessment findings
- Implement interventions informed by diversity characteristics, and contextual variables.
- Apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking
- Evaluate intervention effectiveness
- Adapt intervention goals and methods consistent with ongoing evaluation

Ethical and Legal Standards

- Demonstrates knowledge of the current version of the APA Ethical Principles of Psychologists and Code of Conduct
- Demonstrates knowledge of the relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels
- Demonstrates knowledge of the relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise
- Apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

Individual and Cultural Differences

- Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity when providing psychological service
- Ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Communication and Interpersonal Skills

Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated

REQUIRED TEXTBOOK (S)

Cimini, D.L., & Martin, J. L. (2020). *Screening, Brief Intervention, and Referral to Treatment for Substance Use: A Practitioner's Guide*. Washington DC: American Psychological Association.

Leise, B. S., & Beck, A. T. (2022). *Cognitive behavioral therapy of addictive disorders*. New York: Guilford Press.

Miller, W. R., & Rollnick, S. (2023). *Motivational interviewing: Helping people change and grow*. New York: The Guilford Press

Required readings in Canvas

Carlson, H. A., Hebdn, H. M., Christie N. C.... Hurlocker, M. C. (2025). "Either way, they will use. And so probably would you:" A critical discourse analysis of harm reduction portrayal in the United States opinion news media. *International Journal of Drug Policy*, 140, 104801.

Collins, S. E., & Clifasefi, S. L. (2023). *Harm reduction treatment for substance use*. Newburyport, MA: Hogrefe Publishing.

Lee, C. S. (2025). *Motivational interviewing across cultures: Optimizing practice (pp. 15-29)*. New York: Guildford Press.

Madson, M.B., & Green B.A. (2012) Clinical supervision and addiction treatment. In H. J. Shaffer, D. A. LaPlante, & S. E. Nelson (Eds.). *The American Psychological Association Addiction Syndrome Handbook (vol. 2, pp. 35-54)*. Washington, DC: American Psychological Association.

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2019). Professional ethics. In *Treating Addictions: A Guide for Professionals (2nd ed, pp 380-402)*. New York: Guilford Press. ISBN 9781462540440

- Paquette, C. E., Daughters, S. B., & Witkiewitz, K. (2022). Expanding the continuum of substance use disorder treatment: Nonabstinence approaches. *Clinical psychology review*, 91, 102110.
- Satre, D. D., Manuel, J. K., Larios, S., Steiger, S., & Satterfield, J. (2016). Clinical case conference: Cultural adaptation of screening, brief intervention and referral to treatment (SBIRT) using motivational interviewing. *Journal of Addictive Medicine*, 9, 352–357.

SUGGESTED READINGS:

- Schumacher, J. A., & Madson, M. B. (2015). *Fundamentals of motivational interviewing: Tips and strategies for addressing common clinical challenges*. Oxford University Press.

Valuable Addiction Related Websites

- American Board of Professional Psychology Addiction Psych: <https://abpp.org/application-information/learn-about-specialty-boards/addiction-psychology/>
- NADAAC: The Association for Addiction Professionals: <https://www.naadac.org/>
- National Institute on Alcohol Abuse and Alcoholism: <https://www.niaaa.nih.gov/>
- National Institute on Drug Abuse: <https://nida.nih.gov/>
- Recovery Research Institute Addictionary: <https://www.recoveryanswers.org/addiction-ary/>
- SMART Recovery: <https://smartrecovery.org/>
- Shatterproof: <https://www.shatterproof.org/>
- Society of Addiction Psychology (APA Division 50): <https://www.addictionpsychology.org/>
- Society for Psychopharmacology and Substance Use (APA Division 28): <https://apadivision28.org/>
- Substance Abuse and Mental Health Services Administration: <https://www.samhsa.gov/>

Instructional Methods:

This class will use the flipped classroom approach in which readings and lectures will occur outside of class and class time will be used for demonstration, discussions, individual and group presentations, skill building activities and group coaching/supervision focused on skill development.

Preparing for class!! Most of the class time will be spent on skill development activities, discussion, presentations and coaching/supervision and limited time for lectures. Thus, all lectures will be narrated and posted on Canvas. Students should prepare for class by reading the assigned material and listening to the class lectures for that module (e.g., MI, Cognitive Behavior Therapy). You will be expected to come to class having read the required materials and prepared to discuss the material in small and large groups. Any behavior I deem disruptive will reduce your participation points. I operationalize disruptive behavior as coming late to class, talking out of turn or holding side conversations, texting, ringing cell phones, inappropriate use of laptops or engaging in unprofessional behavior toward colleagues or myself.

Attendance

Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class should notify the instructor in advance. Students who miss more than two unexcused class sessions, or an accumulation of 5 hours of class time due to late arrival or tardiness may receive a grade of “F” (Fail) and may be required to repeat the course. Students whose

absence or tardiness affect the quality of their work, or the work of the class may be given a lower grade at the discretion of the faculty instructor.

Grading and Evaluation:

Course Points	Letter Grade
148 -150	A+
141 - 147	A
139 - 140	A-
131 - 138	B+
124 - 130	B
120 - 123	B-
115 - 119	C+
109 - 114	C
105 - 108	C-
100 - 104	D+
97 - 99	D
< 97	F

1. To pass successfully each PsyD course students are required to meet the minimal level of achievement, which is a grade of B. In courses or seminars where letter grades are not used, the minimal level of achievement to pass is a grade of “Credit” (CR).
2. Students who receive a grade of C or below in a required course must retake the course and pass it with a grade of at least B. If the course is an elective, the student has the option to retake the course and achieve a grade of at least B or elect a different elective and pass it with a grade of at least B. Students who receive a grade of No Credit (NC) are required to retake the course or seminar.
3. None of the courses with a grade of B- or below, or NC will meet the requirements for the completion of the PsyD degree.
4. Students can appeal their grade by following the Grade Appeal Policy.
5. Students who receive a grade of B- or below, or NC are referred to the Student Development Committee.

It is expected that as graduate students all students will actively participate in class. As this is a general expectation of graduate school, no credit will be given for class participation. However, at the discretion of the instructor, **up to 10 points from the total** can be deducted if a student does not actively participate in class and does not contribute to class. This also includes being routinely late for class or returning from breaks.

Student performance will be evaluated based upon the following criteria.

	Assignment point value
New learning Module Check in	9
Skill Building Lab	11
CBT Technique Presentation	30
MI Self-critique Presentation	50
<u>Case Conceptualization presentation</u>	<u>50</u>
Total:	150 points

ASSIGNMENTS

New Learning Module Check-in: To help me determine how well you understand the content in this module, please post a brief response to the question in each of the three discussion forums (e.g., Module 1 check in). **Responses should be posted by Wednesday at 9 AM the week due.** Your response should be brief, and it should not take more than a few minutes to respond.

1. What was most clear, helpful, or meaningful in this module?
2. What concepts or ideas from this module are still unclear?
3. What additional comments, insights, or questions do you have about this module's concepts or ideas in relation to building your capacity to treatment addiction?

Skill building lab: This course will rely heavily on your participation class in the skills building lab. As part of this lab there will be various opportunities for you to discuss and practice skills related to MI, SBIRT, and understanding CBT through small group activities, practice sessions, and coaching/supervision for feedback. You will be expected to be actively involved in these activities. Missing activities, missing class, arriving late, or not taking activities seriously will affect the points you can earn. Two points will be deducted for each time late, perceived lack of engagement or disruption of activities or missing without an excused absence.

Motivational Interviewing Session Review: You will be broken into dyads for this project. Each student will conduct 2 "real-play sessions" during this course. See below for descriptions of real play sessions. You are to record all sessions using the recorder on your phone. Sessions should be 30-40 minutes.

- a. **Self-Critique Presentation:** You will give a 15-20 minute presentation (including discussion and questions) analyzing your performance in the two MI sessions. See below for more information about the areas to address in the presentation. You should examine and discuss your current MI consistent and MI inconsistent use of counseling skills, identify strengths and areas for improvement. Be sure to reflect upon and integrate the feedback provided by the clients in your examination of your MI counseling skills providing examples to support your observations. Identify two MI skill areas that you would like to improve and your plans to facilitate this change. Grading will focus on your critique of your skills and understanding of MI, not the level of your skill development. **Make sure you demonstrate your understanding of MI (i.e., refer to the reading material and class) in this critique!!**

See pages 10-12 for information on real play sessions and preparing for skills coaching/supervision.
See pages 13-14 for information on the MI presentation.

Individual Presentation on CBT Techniques You will provide a 15 to 20 minute (including discussion/questions – no longer) presentation on a standardized CBT technique (see list on pg. 15). Your presentation should:

You should include at least 3 references in addition to the book, and you should provide a handout that your peers may use as a resource with this technique.

See pages 15-16 for requirements and grading rubric.

Small Group Case Conceptualization, Harm Reduction and Treatment Plan: You will be randomly assigned to a small group and presented with client case information. Throughout the semester your group will work on conceptualizing the client's presenting concerns and develop an initial treatment plan based on the information presented throughout the class (CBT, MI, Harm Reduction). Your group will prepare a 30-minute presentation. Your presentation should demonstrate your ability to use relevant client information, conceptualize the development and maintenance of the problems using CBT, and create a behaviorally defined evidence-based harm reduction and treatment plan. Your presentation should identify

- Organize relevant background information, substance use and mental health factors, etc based on your group discussion/hypotheses related to
 - (1) Stage of readiness to change for various substances/mental health issues.
 - (2) How you might use MI as a communication style.
 - (3) Potential targets for harm reduction
- Use the CBT model of addictive behaviors to conceptualize the case. Specifically, your group should discuss your hypotheses/conceptualization/questions related to the important components to case conceptualization in the Liese and Beck book.
- A behaviorally defined and measurable treatment plan that focuses on the application of an integrated evidence-based treatment approach for substance use and any co-occurring psychological disorders.

See pages 17-18 for requirements and grading rubric.

COURSE POLICIES

Use of Laptops & Cell Phones

The use of personal computers in class is limited to course-related material. Students who use computers for other purposes, such as Facebook or Twitter, will be asked to cease such behavior. Subsequent infractions will result in points being deducted from the student's total number of points. Inappropriate use of cell phones for texting in class will also result in points being deducted from the student's grade.

It is my goal to promote and maintain a comfortable, collaborative, and respectful learning environment. In this course, all students are expected to:

- Communicate respectfully and professionally with all students & Dr. M.

- Review materials (e.g., syllabus) before asking questions that may have already been answered.
- Prepare for class each week and be ready to use what you've learned to contribute to an active learning environment.
- Submit all assignments on time.
- Ask questions and actively participate in class.

As I have high expectations for all my students, it is only fair you should have high expectations for me!
In this course, I commit to:

- Communicating respectfully and professionally with all students.
- Putting my best effort into explaining topics and answering questions.
- Providing thoughtful, timely feedback on your assignments.
- Responding to all email messages within 48 business hours (not including weekends or university holidays ☺).

INSTITUTIONAL AND DEPARTMENTAL/PROGRAM POLICIES

PsyD Program Policies can be found in the PsyD Program Policies Handbook
<https://connect.adler.edu/academiclife/academics/clinicalpsyc/Pages/default.aspx>

Program information can be found in the PsyD Program Student Handbook
<https://connect.adler.edu/academiclife/academics/clinicalpsyc/Pages/default.aspx>

University Policies can be found in the Catalog & Student Handbook
<http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook>

ACADEMIC HONESTY

Adler University seeks to establish a climate of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student *must* be documented through required scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of work done partially or entirely by another, as well as resubmission of work done by a student in a previous course or for a different professor, to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment, examination, or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action, up to and including dismissal from the school.

Student Handbook: <http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook>.

STUDENTS WITH DISABILITIES (ADA COMPLIANCE)

It is the policy of Adler University to offer reasonable accommodations to students with qualified disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 and the B.C. Human Rights Code. **If a student with a disability wishes to receive accommodations in order to participate in the courses, programs, or activities offered by the University, the student may request accommodations by contacting disabilityoffice@adler.edu or**

Student Affairs studentaffairs@adler.edu. The use of these services is voluntary and confidential. Students must request accommodation prior to the implementation of needed accommodation. Accommodations cannot be applied retroactively.

Catalog & Student Handbook: <http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook>

SEXUAL HARASSMENT AND SEXUAL VIOLENCE POLICY: Disclosure and Mandated Reporting

The Adler University Sexual Harassment and Sexual Violence Policy is available at [adler.edu/title9]. **This policy addresses how information about sexual violence/sexual misconduct that is shared with any Adler University faculty and staff must be reported to the Title IX Coordinator, Ms. Julie Proscia (jproscia@adler.edu).**

RELIGIOUS HOLIDAYS POLICY

Purpose

1. Adler University values its diverse community and wishes to formalize its practices on accommodation for religious observances by students.
3. These guidelines do not include similar flexibility for secular, moral or ethical beliefs or political convictions.
4. These Guidelines outline a process for addressing religious observances that conflict with the scheduling of a student's academic or course-specific requirements. It is intended to assist in responding to students' religious observances while ensuring that the integrity of the course or program of study is not compromised. The term "reasonable/suitable accommodation" or "flexibility" used in these Guidelines will depend on the facts and the circumstances present in each individual case.

Religious Obligations Conflicts with Class Attendance, Assignments, or Scheduled Exams

Students who experience a conflict between a religious obligation and scheduled assignments, tests, mid-term examinations, final examinations, or requirements to attend classes should be accommodated. Students requiring academic accommodation are directed to contact the instructor in charge of the course within the first week of classes to identify conflicts and make alternative arrangements. (In the absence of a simple and dignified way to determine the validity of individual claims, the claim of religious conflict should be accepted at face value.) When a request for accommodation cannot be resolved between the student and the faculty member, the Program Director is identified as a mediator.

Faculty members are encouraged to include precise instructions regarding their own policies for these circumstances in their syllabus and call attention to the requirement for early, timely arrangements. If an exam is scheduled on a religious holiday, the faculty member is encouraged to provide a suitable option for the affected students. Other reasonable and appropriate adjustments to the course meeting and assignment schedule may be made by the course instructor. Classes missed to observe a religious holiday should be counted as an excused absence. The specific accommodations employed may vary from course to course depending upon factors such as the size of the class, nature of the course content, and mode of instruction. All faculty in all courses are expected to create a class-specific accommodation policy which

strives to maintain a climate of essential fairness to all members of the class. It is also expected that faculty work with students to be flexible on an individual basis.

In the event that students are somewhat tardy in informing faculty of their religious observance obligations, faculty may accommodate them where practical. Faculty are encouraged to announce the specifics of class policies to students and include it as part of the course syllabus so that they can notify you of any conflicts as soon as possible. If accommodations cannot be resolved between a student and a faculty member, the chief academic officer of that campus shall make a decision.

Course Calendar

Date	Topic/ Activity	Reading/Class Prep	Class Activities	Assignment
Week 1 9/4	Introductions, course overview & success in this course; addiction stigma			
Week 2 9/11	Professional Issues in Treating Substance Use Disorders	Madson & Green (2012) Miller et al., (2019)	In class lecture and discussion	
Week 3 9/18	Motivational Interviewing	Miller & Rollnick CH 1-7	Video review and discussion MI Session 1	New Module Check In
Week 4 9/25	Motivational interviewing	Miller & Rollnick CH 8-14	Discussion of Session 1	CBT technique ranking
Week 5 10/2	Motivational interviewing	Miller & Rollnick 18 Lee (2025)	MI Session 2	
Week 6 10/9	Harm Reduction	Collins & Clifasefi pp 1-29; Carlon et al., 2025; Paquette et al., 2022		New Module Check In
Week 7 10/16	Screening, Brief Intervention and Referral to Treatment	Cimini & Martin CHs 1, 2, 4, 5, 12		MI Review Presentations
Week 8 10/23	Screening, Brief Intervention and Referral to Treatment	Satre et al., (2016)	SBIRT practice	
Week 9 10/30	CBT	Liese & Beck: CH 1-4	Video Reviews and Case Discussion	New Module Check In
Week 10 11/6	CBT	Liese & Beck Ch 5-7		CBT Technique Presentation
Week 11 11/13	CBT	Liese & Beck CHs 8-10		CBT Technique Presentation
Week 12 11/20	Conceptualization presentations			Class presentations
Week 13 11/27	Thanksgiving No Class			
Week 14 12/4	Conceptualization presentations			Class presentations
Week 15 12/11	Group and family interventions (meet virtually)	Lies & Beck Ch 12		

MI Real Plays

Rules for being a client – picking a behavior

- You should pick a behavior that you want to change, need to change, and/or have been thinking about changing but haven't.
- A topic where one side was objectively better than the other!
- Engage in a normal conversation – **DO NOT pretend!**
- Pick a behavior that falls between “4-7”:
 - “10,” too personal, private (e.g. mental health or substance use problem)
 - “1,” too inconsequential (e.g. putting on my right shoe before my left).
 - It must be your behavior, not that of others.
 - Must be a behavior that you are still struggling with—that you have not yet changed.

Examples of Behaviors

- | | |
|--|--|
| <ul style="list-style-type: none">• Always late• Blaming• Bossy; Pushy• Can't say no—take on too much responsibility• Disorganization• Dominating conversations• Driving behaviors (e.g., speeding, road rage)• Eating healthy• Exercising• Failure to set priorities• Gossiping• Holding grudges• Impulsive spending• Judgmental attitudes/behaviors | <ul style="list-style-type: none">• Jumping to conclusions• Know-it-all• Lack of assertiveness• Lack of generosity (e.g., giving to charity)• Opinionated• Overly concerned about what others think of me• Overly confident• Perfectionist• Procrastination• Smoking• Time management• Too neat; too messy• Wasting time |
|--|--|

Preparing for Skill Review/Discussions

Clinical supervision, even though this is a “practice activity” is a critically important aspect of developing MI and other clinical skills (Madson et al., 2009, 2011; 2019). As such it is vital that you:

1. Review your work and identify specific areas of your performance you want to discuss in supervision. You should listen to your session recordings and complete any pre-supervision preparation worksheets.
2. Take all supervision experiences seriously. This is operationally defined as attending supervision on time, respecting your supervisor’s time, and being prepared for supervision sessions.
3. Engage in the supervision process. This is operationally defined as not only being prepared for supervision but being open to discussing issues deemed important by your supervisor, being receptive to feedback, and willing to take chances and admit mistakes in session. You will get the most out of supervision by fully engaging in the process.

As your supervisor for the activity in this class I will:

- Provide you with education, support, and consultation in relation to your clinical work and development
- Provide you with feedback and guidance relating to this activity
- Challenge you to develop your skills

Engaging and receiving the most out of supervision, it will be important for you to be prepared for and active in each session.

PSY 713
Class Discussion/Debriefing of MI Session Prep Notes

Student Name:	
Progress Note	
Subjective:	
Objective:	
Assessment:	
Plan:	
Self-Assessment of MI Skills	
Describe the goals (intentions) of your use of MI in this session. What was the target behavior and your ability to explore the behavior using a MI consistent approach?	
Discuss your MI consistent and inconsistent use of OARS, spirit and tasks. Identify traps you encountered in exploring the client's behaviors.	
Briefly summarize the feedback you received from your client.	
Following your review of your recorded session and considering the feedback you received, what strengths did you display specifically related to MI in this session?	
Following your review of your recorded session and considering the feedback you received, what MI skills would you like to have improved upon?	
Identify 3 aspects of your use of MI in this session you'd like to discuss further in supervision.	

MI Counseling Session Review Presentations

General Guidelines:

- 15-20 min presentation max (including discussion and questions)
- **Make sure to demonstrate your understanding of MI by integrating book and class material !!!**

Your review should focus on comparing your consistent and inconsistent use of MI from session 1 to session 2. In other words, you should compare your use of MI in session 1 vs. session 2.

This should include

1. Compare and contrast session 1 & 2 in relation to MI consistent and inconsistent
 - Use of questions, reflective listening, summarizing, and affirming (b) avoidance of MI traps
 - Spirit of MI – partnership, acceptance, compassion, efficacy
 - MI Tasks – Engaging, Focusing, Evoking, Planning
 - Responding to sustain talk and discord
2. Be sure to integrate information from class and readings on MI to support your discussion and to demonstrate that you have examined and understand the material.
3. Identify two aspects of MI you would like to improve to become more MI consistent
4. You should use the following format:
 - Intro
 - BRIEF overview of the target behavior
 - OARS & avoidance of traps
 - Session 1 vs. session 2
 - Include client feedback
 - Be sure to discuss all of OARS
 - Spirit of MI & Tasks
 - Session 1 vs. session 2
 - Rolling with sustain talk and discord
 - Session 1 vs. session 2
 - Include client feedback
 - Conclusion
 - Overall use of MI
 - Overall evaluation of session
 - Targets to improve in the future

MI Self-critique Presentation Grading Rubric			
Criteria	Exemplary	Accomplished	Developing
OARS and Traps	20 pts Provided a thorough and comprehensive description. Covers the required information. This information is presented concisely.	10 pts Information was unclear. Important elements were missing. Not presented concisely.	0 pts Limited information was presented and superficial fashion. Missed key information.
Spirit of MI & Tasks	20 pts Provided a thorough and comprehensive description. Covers the required information.	10 pts Information was unclear. Important elements were missing.	0 pts Limited information was presented and superficial fashion. Missed key information.
Rolling with Sustain Talk & Discord	5 pts Provided a thorough and comprehensive description. Covers the required information.	2.5 pts Information was unclear. Important elements were missing.	0 pts Limited information was presented and superficial fashion. Missed key information.
Presentation style	5 pts Well organized and presented in logical sequence. The information was presented concisely and was easy to understand. Was prepared. Met time requirements. Presented professionally. Avoided stigmatizing language.	2.5 pts Hard to follow and the sequence seemed disjointed. Did not seem prepared. Slightly above or below time requirements. Limited professionalism in presentation.	0 pts Could not follow presentation and there appeared to me no logical sequence. Unprepared. Unprofessional presentation style. Significantly above or below time requirements. Uses stigmatizing language.

CBT Technique Presentation

Guidelines

General Guidelines

1. Employ various methods in presenting (remember to make this presentation as interesting as possible). Be creative, but realistic. The use of charts, tables, figures, video, PowerPoint, etc. to capture information in a succinct manner is encouraged.
2. Create a handout for your audience. You want them to take something away with them to remember what you are trying to do. Post in canvas discussion board
3. Each presentation should be 15-20 minutes in length including activities and questions.
4. Include a reference section with at least 3 references beyond the book that is consistent with the American Psychological Association Guidelines.
5. You should plan to consult with me as you prepare your presentation!

Submit a rank order list of at least 3 by 9/25

Stimulus management

Delay and distract

Advantages-disadvantages

Hierarchy of values

Activity monitoring/scheduling

Automatic thought record

Acceptance & commitment

Relaxation training

Mindfulness and meditation

Contingency management

Role playing

Presentation Guidelines

1. Overview
 - a. Provide background/description of the technique – theoretical base.
 - b. Problem targets and goals of the technique.
2. Components and of the technique
 - a. Procedure or steps in the technique - what does it look like and how would we know you're doing it.
 - b. Different strategies for implementing the with different addictions (if applicable).
3. Evaluation –
 - a. What is the applicability of this technique with individuals from diverse backgrounds?
 - b. What are the strengths and limitations of this technique?

CBT Technique Presentation Grading Rubric			
Criteria	Exemplary	Accomplished	Developing
Background Description & Goals	10 pts Provided a thorough and comprehensive description. Covers the required information. This information is presented concisely.	5 pts Information was unclear. Important elements were missing. Not presented concisely.	0 pts Limited information was presented and superficial fashion. Missed key information.
Components of the technique	10 pts Provided a thorough and comprehensive description. Covers the required information.	5 pts Information was unclear. Important elements were missing.	0 pts Limited information was presented and superficial fashion. Missed key information.
Evaluation	5 pts Provided a thorough and comprehensive description. Covers the required information.	2.5 pts Information was unclear. Important elements were missing.	0 pts Limited information was presented and superficial fashion. Missed key information.
Presentation style	5 pts Well organized and presented in logical sequence. The information was presented concisely and was easy to understand. Was prepared. Met time requirements. Presented professionally. Avoided stigmatizing language.	2.5 pts Hard to follow and the sequence seemed disjointed. Did not seem prepared. Slightly above or below time requirements. Limited professionalism in presentation.	0 pts Could not follow presentation and there appeared to me no logical sequence. Unprepared. Unprofessional presentation style. Significantly above or below time requirements. Uses stigmatizing language.

Case Conceptualization Presentation Guidelines & Rubric

General Guidelines

1. Employ various methods in presenting/facilitating discussion (remember to make this presentation/discussion as interesting as possible). Be creative, but realistic. The use of charts, tables, figures, PowerPoint, etc. to capture information in a succinct manner is encouraged. You are also encouraged to develop discussion questions to facilitate discussion among the class.
2. Each presentation should be 30 minutes in length (including any activities/questions).

Presentation Guidelines (adapt these so they are relevant to your presentation topic)

1. Organize relevant background information, substance use and mental health factors, etc based your group discussion/hypotheses related to
 - a. Stage of readiness to change for various substances/mental health issues.
 - b. How you might use MI as a communication style and what change targets?
 - c. Potential targets or strategies for harm reduction
2. Use the CBT model of addictive behaviors to conceptualize the case. Specifically, your group should discuss your hypotheses/conceptualization/questions related to the 10 essential elements of case conceptualization (Liese & Beck, pp 36-48).
3. Based on this conceptualization identify three potential, behaviorally defined, treatment objectives and techniques.

Case Conceptualization Presentation Grading Rubric

Criteria	Exemplary	Accomplished	Developing
Background information	10 pts Provided a thorough and comprehensive description. Covers the required information. This information is presented concisely.	5 pts Information was unclear. Important elements were missing. Not presented concisely.	0 pts Limited information was presented and superficial fashion. Missed key information.
CBT conceptualization	25 pts Provided a thorough and comprehensive description. Covers the required information.	12.5 pts Information was unclear. Important elements were missing.	0 pts Limited information was presented and superficial fashion. Missed key information.
Treatment objectives and techniques	10 pts Provided a thorough and comprehensive description. Covers the required information.	5 pts Information was unclear. Important elements were missing.	0 pts Limited information was presented and superficial fashion. Missed key information.
Presentation style	5 pts Well organized and presented in logical sequence. The information was presented concisely and was easy to understand. Was prepared. Met time requirements. Presented professionally. Avoided stigmatizing language.	2.5 pts Hard to follow and the sequence seemed disjointed. Did not seem prepared. Slightly above or below time requirements. Limited professionalism in presentation.	0 pts Could not follow presentation and there appeared to me no logical sequence. Unprepared. Unprofessional presentation style. Significantly above or below time requirements. Uses stigmatizing language.