

# PSYC 344 • EVALUATION & TREATMENT OF ADDICTIVE BEHAVIORS

Fall 2019 Syllabus

Tuesday/Thursday 9:25-10:40am

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**Office Hours:** Tuesday 3-4pm; Friday 10:30-11:30am or by appointment

“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 2017 alone, **over 70,000** people died of a drug overdose in the United States. Over 10 million people in the United States have had a drug use disorder during their lifetime, but fewer than 25% will seek treatment. Seeking treatment doesn't assure recovery; about 9 out of 10 people who enter treatment for a substance use disorder will relapse within four years.

In this course, you will learn about the myriad causes of addiction, a variety of assessment strategies, and different approaches to treatment. You will also develop self-awareness concerning the process of behavior change. We will accomplish these goals through assigned readings, seminar discussions, films, case presentations, podcasts, guest speakers, a self-change project, and writing assignments. This is an advanced course in our major, which makes it “writing intensive”. 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 factors such as gender, ethnicity, culture, sexuality, and social class in relation to 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
- Explain and take a position on current controversies in the field of addictions research and treatment

**\*\*In this course we will view/read/discuss in-depth accounts of people's substance abuse, which may 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 (PSYC 273) or Clinical Psychology (PSYC 270)

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**Required readings** Miller, W.R., & Rollnick, S. (2012). *Motivational interviewing: Helping people change* (3<sup>rd</sup> Edition). New York: Guilford Press. ISBN: 978-1609182274

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

Other course readings are available on Moodle as PDFs.

### 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 in-class participation

Given that this is a seminar class, your consistent and thoughtful participation are essential to ensure a good learning experience for you and your classmates. You are expected to attend and actively participate in every class and to **bring hard copies of the readings assigned for that day**. You may miss two classes with no penalty. **Each additional absence or late arrival to class will result in a half point deduction from your final 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) 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 9pm 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.

#### (c) Student presentations

You will sign up to co-lead a presentation/discussion of one article 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. Propose 1-2 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 be limited to 15-20 minutes. If you intend to use a few slides, upload them to Moodle **prior** to class.

Students who read the assigned texts and articles carefully, compose thoughtful answers to the questions

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on Moodle 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.

## Writing Assignments and Self-Change Project

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 9pm and for each day the paper is late.**

## 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. **Texting during our class session and regular trips outside of the classroom will detract from your participation grade.** 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 intend to use a laptop due to your accommodations plan, please speak with me. Please alert me ahead of time if you need to leave class early or if you will be arriving late and use the restroom prior to class. Finally, be respectful of your fellow classmates, especially during our discussions.

## 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 in class, and your thoughtful completion of the self-change project. You can track your progress by dividing your total number of points [papers (65%) + project (10%) + class participation (20%) + class presentation (5%)] by 500.

Course participation & presentation	_____ / 125
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 = \_\_\_\_\_%

## Academic Integrity

"In accordance with the Trinity College Student Integrity Contract (p. 10), students are expected to abide by the highest standards of intellectual honesty in all academic exercises. Intellectual honesty assumes that students do their own work and that they credit properly those upon whose work and thought they draw. It is the responsibility of each student to make sure that he or she is fully aware of what constitutes intellectually honest work in every examination, quiz, paper, laboratory report, homework assignment or other academic exercise submitted for evaluation in a course at Trinity College." (p. 13, *Student Handbook*)

Academic dishonesty in any form will result in serious consequences such as a failing grade for the assignment or the course, and/or other college sanctions. It is **essential** that you work independently on assignments. If you aren't sure how to paraphrase an idea or document a reference properly, **please ask me**. Please be honest with me in all of our communications as well.

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### Students with Academic Accommodations

Trinity is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. If you have approval for academic accommodations, please notify me at least 10 days prior to needing your accommodations and meet with me privately to discuss implementation. If you do not have documentation but have a disability requiring academic accommodations, or if you have questions about applying for academic accommodations, please contact Lori Clapis, Coordinator of Accommodation Resources, at 860-297-4025 or at [Lori.Clapis@trincoll.edu](mailto:Lori.Clapis@trincoll.edu).

### 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 additional extra credit.\*\***

## 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 on Moodle

### 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., Forcehimes, A. A., & Zweben, A. (2019). What is addiction? *Treating addiction: A guide for professionals* (pp. 12-24). 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., Forcehimes, 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).
- Satel, S., & Lilienfeld, S. O. (2014). Addiction and the brain-disease fallacy. *Frontiers in Psychiatry*, 4(141), 1-11.

### September 17

- **Overview of Addictions Treatment & Treatment Seeking**

- Miller, W.R., & Moyers, T.B., (2015). The forest and the trees: Relational and specific factors in addiction treatment. *Addiction*, 110(3), 401-413. (cont'd next page)

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- Miller, W. R., Walters, S. T., & Bennett, M. E. (2001). How effective is alcoholism treatment in the United States? *Journal of Studies on Alcohol*, 62, 211-220.

- “When Addiction Has a White Face” NYTIMES

- **Student Presentation:**

- Belenko, S., Hiller, M., & Hamilton, L. (2013). Treating substance use disorders in the criminal justice system. *Current Psychiatry Reports*, 15(11), 1-11.

### September 19

- **Clinical Assessment – Part I**

- Miller, W. R., Forcehimes, 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 \(2<sup>nd</sup> Ed.\)\* \(pp. 5-24\). Geneva, Switzerland: World Health Organization.](#)

- **Student Presentation (one student presenter):**

- Choose 3 drug or alcohol measures listed on pp. 89-90 of the Screening, evaluation, diagnosis chapter or from the ADAI instrument library (see [link](#) here or on Moodle). Present the measures, discuss their target population(s), and note how the feedback might be used by addiction clinicians.

### September 24

- **Clinical Assessment – Part II**

- Ruge, 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.
- Miller, W. R., Forcehimes, A. A., & Zweben, A. (2019). Withdrawal management and health care needs. *Treating addiction: A guide for professionals* (pp. 92-115). New York: Guilford Press.

- **Additional Resource:**

- [National Center on Responsible Gaming \(2012\). \*Increasing the odds, volume 7: What clinicians need to know about gambling disorders.\*](#)

### September 26

- **Personal Philosophy of Substance Use due on Moodle @ 9pm**

- **Natural Recovery & Challenges**

- Bishop, F.M. (2018). Self-guided change: The most common form of long-term, maintained health behavior change. *Health Psychology Open*, 5, 1-14.

- **Student Presentation:**

- Schwartz, C. (2016, October). Generation Adderall. *The New York Times*.

### October 1

- **Group Treatment**

- Miller, W. R., Forcehimes, A. A., & Zweben, A. (2019). Working with groups. *Treating addiction: A guide for professionals* (pp. 342-362). New York: Guilford Press.

- **Student Presentation:**

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- Linke, S. E., & Ussher, M. (2015). Exercise-based treatments for substance use disorders: evidence, theory, and practicality. *The American Journal of Drug and Alcohol Abuse*, 41(1), 7-15.

### October 3

- **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).
- **Student Presentation:**
  - Miller, W. R., Forcehimes, A. A., & Zweben, A. (2019). Mutual help groups. *Treating addiction: A guide for professionals* (pp. 251-270). New York: Guilford Press.
- **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 8

- **Mutual-Help Groups and Twelve Step Facilitation (continued)**
  - Nominski, 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).
  - “The irrationality of alcoholics anonymous” *The Atlantic*

### October 10

- **Treating Comorbid Psychopathology**
  - Miller, W. R., Forcehimes, A. A., & Zweben, A. (2019). Treating co-occurring conditions. *Treating addiction: A guide for professionals* (pp. 311-330). New York: Guilford Press.
  - McMain, S., Sayrs, J. H. R., Dimeff, L. A., & Linehan, M. M. (2007). Dialectical behavior therapy for individuals with borderline personality disorder and substance dependence. In L. A. Dimeff & K. Koerner (Eds.), *Dialectical behavior therapy in clinical practice: Applications across disorders and settings* (pp. 145-173). New York: Guilford Press.

### October 17

- **Cognitive Behavioral 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 Resources:**
  - [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.](#)

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October 22

- **Memoir or Self-Help Analysis due @ 9pm on Moodle**
- **Cognitive Behavioral Therapy (continued)**
  - Morasco, B. J., Weinstock, J., Ledgerwood, D. M., & Petry, N. M. (2007). Psychological factors that promote and inhibit pathological gambling. *Cognitive and Behavioral Practice, 14*, 208-217.

October 24

- **Controlled Drinking/Moderation**
  - Cloud, R. N., McKiernan, P., & Cooper, L. (2003). Controlled drinking as an appropriate treatment goal. *Alcoholism Treatment Quarterly, 21*, 67-82. (*cont'd next page*)
- **Student Presentation:**
  - Campbell, W., Hester, R. K., Lenberg, K. L., & Delaney, H. D. (2016). Overcoming Addictions, a web-based application, and SMART Recovery, an online and in-person mutual help group for Problem drinkers, part 2: Six-month outcomes of a randomized controlled trial and qualitative feedback from participants. *Journal of Medical Internet Research, 18*(10), 1-21.

October 29

- **Begin Self-Change Project today**
- **Letter to your substance/behavior (see Writing Assignments) due @ 9pm 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* (3<sup>rd</sup> ed.). New York: Guilford Press. (pp. 1-73)

October 31

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

November 5

- **First self-monitoring log due @ 9pm on Moodle**
- **Decisional balance exercise due @ 9pm on Moodle**
- **Contingency Management**
  - Miller, W. R., Forcehimes, A. A., & Zweben, A. (2019). Contingency management. *Treating addiction: A guide for professionals* (pp. 197-202). New York: Guilford Press.
- **Student Presentation:**
  - Bogenschutz, M. P., & Johnson, M. W. (2016). Classic hallucinogens in the treatment of addictions. *Progress in Neuro-Psychopharmacology and Biological Psychiatry, 64*, 250-258.

November 7

- **College Students**



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- 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.
- **Student Presentation:**
  - Suffoletto, B. et al. (2015). An interactive text message intervention to reduce binge drinking in young adults: A randomized controlled trial with 9-month outcomes. *PLoS ONE*, 10(11), 1-12.

### November 12

- **Second self-monitoring log due @ 9pm on Moodle**
- **Family-Based Approaches & CRAFT**
  - Miller, W. R., Forcehimes, 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., Forcehimes, 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., Forcehimes, A. A., & Zweben, A. (2019). Strengthening relationships. *Treating addiction: A guide for professionals* (pp. 228-250). New York: Guilford Press.
- **Student Presentation:**
  - Weddle, M., & Kokotailo, P. (2002). Adolescent substance abuse: Confidentiality and consent. *Pediatric Clinics of North America*, 49, 301-315.
- **Additional Resource:**
  - [www.the20minuteguide.com](http://www.the20minuteguide.com) (strategies for helping family members with SUDs)

### November 14

- **Nicotine Dependence & Treatments for Tobacco Cessation**
  - Guest speaker: Judith Cooney, Ph.D., Director of the Substance Abuse Day Program and Tobacco Control Program & Associate Professor of Psychiatry, UCONN

### November 19

- **Third self-monitoring log due @ 9pm on Moodle**
- **Functional analysis due @ 9pm on Moodle**
- **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?” NY Times

### November 21

- **Reflection on Self-Change Project experience due @ 9pm on Moodle**
- **Medications**
  - Miller, W. R., Forcehimes, 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” NY TIMES
- **Additional Resource (podcast)**
  - <http://www.radiolab.org/story/addiction/>

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- **Addiction Treatment Challenges**
  - Guest speaker
  - WATCH: “Chasing Heroin” *Frontline* (PBS), 2016 on Trinflux

**December 3**

- **Draft of Controversial Issues Paper due @ 9pm on Moodle**
- **Harm Reduction**
  - Marlatt, G. A., & Witkiewitz, K. (2010). Update on harm-reduction policy and intervention research. *Annual Review of Clinical Psychology*, 6, 591-606.
  - Leshner, A. I. (2008). By now, “harm reduction” harms both science and the public health. *Clinical Pharmacology & Therapeutics*, 83(4), 513-514.
- **Student Presentation:**
  - Grossman, M. R., Berkwitz, A. K., Osborn, R. R., Xu, Y., Esserman, D. A., Shapiro, E. D., & Bizzarro, M. J. (2017). An initiative to improve the quality of care of infants with neonatal abstinence syndrome. *Pediatrics*, 139(6), e20163360.

**December 5**

- **Course Wrap-Up**
  - Miller, W. M., & Carroll, K. M. (2006). Drawing the science together: Ten principles, ten recommendations. In W. M. Miller & K. M. Carroll (Eds.), *Rethinking substance abuse: What the science shows, and what we should do about it* (pp. 293-311). New York, NY: Guilford Press.
- **Sign-up for paper conference (OPTIONAL) by @ 9pm.**

**December 6**

- **Peer reviews (2) of classmates’ controversial issues paper due @ 9pm on Moodle**

**December 12**

- **Final Draft of Controversial Issues Paper (& reflection) due @ 9pm on Moodle**

**ENJOY WINTER BREAK!**