Syllabus
Addictions: Assessment & Interventions
Spring 2019

Professor: Dr. Jeremiah Weinstock
Course: PSY 6560
Office: Morrissey Hall, Room 2735
Phone: (314) 977-2137
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Dr. Weinstock's Office Hours: Mondays 4:15pm-5:15pm & by appointment.

Office: Morrissey Hall 2714
Time: Thursday
9:30am - 12:00pm

Course Description: The aim of this graduate level course is to provide an overview of basic concepts relevant to understanding the etiology, diagnosis and treatment of substance use disorders and other addictions (e.g., pathological gambling) from a scientist-practitioner perspective.

Course Objectives: The course has the following objectives:
1. Promote critical thinking and use of these skills while reading, discussing, and writing about current models of addictions and their treatment.
2. Review and summarize current scientific understanding regarding the etiology of addictions including from a biopsychosocial perspective.
3. Present clinical assessment tools commonly used and understand their role in diagnosis, treatment planning, and treatment outcome.
4. Provide exposure to current treatments for addictions, including manual-driven, empirically-supported treatment approaches and medications.
5. Consider the diverse influences of (but not limited to) gender, ethnicity, culture, sexuality, and social class in relation to addictions.
6. Discuss the ethical considerations related to research and the treatment of addictions.

Text:

Additionally, there are an assortment of journal articles and book chapters provided by Dr. Weinstock. See reading assignments in Schedule of Topics section. The readings can be found on the T-Drive:
T:\College of Arts and Sciences\Psychology\Clinical-Shared\PSY6560 - Addictions Readings

Course Requirements:
1. Self-Help Group Observation (20 points): The St. Louis area has several different self-help groups for various addictions, including Alcoholics Anonymous (AA), Moderation Management, Narcotics Anonymous, Gamblers Anonymous, Al-Anon, S.M.A.R.T. Recovery, and Women for Sobriety. Many of these meetings are open to
the public (in the listing frequently called “Open Meeting”). In order to get an understanding of the structure and function that these groups provide you are required to attend one self-help meeting. Write a 3-5 page reaction paper discussing the scientific literature on self-help groups in relation to your experience at the meetings. We will also have a class discussion about your experience. **DUE: February 28, 2019**

2. **Conduct a Motivational Interview (20 points):** Dr. Weinstock will provide you with an opportunity to conduct a recorded motivational interview with a person who desires to change some aspect of his/her life. Afterwards, review to your motivational interview and write-up a 2-3 page critique. Your grade will be based upon the quality of your critique and not on the quality of your motivational interview. **DUE: April 4, 2019**

3. **Provide Integrated Care at the Health Resource Center (20 points).** At least once during the semester you are to provide services as a behavioral health consultant at the Health Resource Center (HRC). The HRC is a free medical clinic run by SLU medical students that provides services to the under-served in St. Louis. Services are provided Saturday mornings from approximately 9AM-12PM. We will use the SBIRT model for insomnia, depression, and **hazardous alcohol use** in patients coming to the clinic. In addition, we will make ourselves available for consults regarding psychiatric issues.

   After your experience, write approximately a three page reflection paper about your experience there including the pros and cons of providing addictions treatment in this setting, and any other pertinent observations or thoughts. It is permissible to use the first person in these papers. **DUE (electronically): 5PM the Friday following your experience at the HRC. Sign up here:** [https://docs.google.com/spreadsheets/d/1WETtChA32IC7a00jjoXqIIjNiP_RKXwQcXU4PkJcFLg/edit#gid=0](https://docs.google.com/spreadsheets/d/1WETtChA32IC7a00jjoXqIIjNiP_RKXwQcXU4PkJcFLg/edit#gid=0)

4. **Design a Contingency Management Intervention (20 points):** Create a contingency management intervention for a specific target behavior based upon criteria provided. **DUE: April 18, 2019**

5. **Student presentations (10 points per presentation; 20 points total):** Several classes have an additional reading assigned under the heading “student presentation” \((N = 6)\). For each student presentation, one student will lead approximately 20 minute presentation and discussion about the article. The remaining students are not expected to read the additional reading. Students are to lead two student presentations across the semester.

6. **Class participation (2 points per class; 30 points total):** Readings are assigned each week. You are expected to do all of the required reading. Classes will have a discussion of the material that requires active participation from all students, which includes asking questions and providing comments. Lastly, many classes will incorporate an active learning component: role plays, etc. Please inform me ahead of time if you are going to miss class. If it appears based upon class discussion that
all students have not completed the assigned readings, reading quizzes can be instituted (total points for the course will be adjusted accordingly).

7. **Applied Final (60 points)**: Conduct an interview with a person who has successfully resolved his or her problem with an addiction. Spend at least two hours talking with the person about the following topics: development of the problem, signs and symptoms, problem recognition and willingness to get help, unsuccessful attempts to change, how successful change was realized, and perspectives on how the person’s life is different today. Write an 8-10 page paper that is a critical analysis of the individual’s story in relation to the empirical literature covered in this course and additional articles found while via literature search. **DUE: May 10, 2019**

**Note:** All writing assignments are to be 12-point font, double-spaced, one inch margins, APA style (including cover page), stapled, and due at the beginning of class. Assignments that are handed in late receive a 20% reduction of the total possible points for each day (24 hours) they are late.

**GRADE FOR THE COURSE:** Your grade will be based on a total of 190 points.

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**Academic Integrity and Honesty:** The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. As members of this community, students share with faculty and administrators the responsibility to maintain this environment of academic integrity. Academic integrity is violated by any dishonesty in submitting for academic evaluation the assignments and tests required to validate the student is learning.

Any clear violation of academic integrity will be met with appropriate sanctions. Possible sanctions for violation of academic integrity may include, but are not limited to assignment of a failing grade in a course, disciplinary probation, suspension, and dismissal from the University. Students should review the College of Arts and Sciences policy on Academic Honesty. The policy can be found online at: [https://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php](https://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php)

**Disability Accommodations:** Saint Louis University is committed to providing equal educational access for all students by ensuring that students with documented clinical or medical disabilities receive reasonable accommodations that support effective participation in all aspects of the educational experience.

Any students requiring accommodations are encouraged to contact Disability Services in order for the requested accommodation to be approved and officially recognized ([https://www.slu.edu/life-at-slu/student-success-center/disability-services/index.php](https://www.slu.edu/life-at-slu/student-success-center/disability-services/index.php)); 314-977-
Please inform me at least one week prior to the need for an accommodation so we can make suitable arrangements.

**Schedule of Topics:**

**January 17**
- **Class Introduction & Review of Syllabus**
- **Assignment of Student Presentations**
- **Review of Addictive Behaviors and Substances: Alcohol, Cocaine, Marijuana, Opiates, Gambling, Methamphetamine, Other Psychoactive Substances, and Internet Gaming.**
- **Lecture on externalizing spectrum in understanding addiction** (no assigned readings)
- **Introduction**

**January 24**
- **Lecture on etiology – course and correlates of addiction**
- **Etiology**

**January 31**
- **Lecture on maturation out of alcohol use disorders (no assigned readings)**
- **Natural Recovery**
- **Overview of Addictions Treatment & Treatment Seeking**
- **Student Presentation:**
February 7
- Lecture on gambling screening measures and other measures (no assigned readings)
- Clinical Assessment
    - Timeline Followback forms: [http://www.nova.edu/gsc/online_files.html](http://www.nova.edu/gsc/online_files.html)
    - Addiction Severity Index website: [http://www.tresearch.org/ASI.htm](http://www.tresearch.org/ASI.htm)
      - Copies, scoring information, and psychometric information for a host of self-report and interview measures for all things related to substance use disorders.
- Student Presentation:

February 14
- Screening, Brief Intervention, and Referral to Treatment (SBIRT)
  - Additional Information:
- Controlled drinking/Moderation
- Student Presentation:

**February 21**

- **Self-Help Groups and Twelve Step Facilitation**
    - **Additional resource:**

- **Other Self- Help**

- **Additional Resource:**
  - [http://womenforsobriety.org/](http://womenforsobriety.org/)

- **Student Presentation:**

**February 28**

- **Group Treatment**

- **Student Presentation:**

**March 7**

- **Motivational Interviewing**

**March 14 – Spring Break (No Class)**

**March 21**

- **Motivational Interviewing (continued)**
March 28

- **Motivational Interviewing (continued)**

- **Harm Reduction**
  - Lecture on harm reduction and implementation barriers (no assigned readings)

- **Student Presentation**

April 4

- **Cognitive Behavioral Therapy**

- **Additional resources:**

April 11

- **Contingency Management**

April 18

- **Adolescent and Family Approaches**
• **Student Presentation:**

**April 25**

• **Treating Comorbid Psychopathology**

• **Substance Use and Suicide**
  - Vignettes in following chapters for class discussion.

• **Student Presentation:**

**May 2**

• **Relapse Prevention**

• **Medications**

• **Concluding Reading**

• **Student Presentation:**