

# Syllabus

## Addictions: Assessment & Interventions

### Spring 2019

**Professor:** Dr. Jeremiah Weinstock  
**Office:** Morrissey Hall, Room 2735  
**Phone:** (314) 977-2137  
**Email:** [jweinsto@slu.edu](mailto:jweinsto@slu.edu)

**Course:** PSY 6560  
**Class Room:** Morrissey Hall 2714  
**Time:** Thursday  
9:30am - 12:00pm

**Dr. Weinstock's Office Hours:** Mondays 4:15pm-5:15pm & by appointment.

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**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:**

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

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/1WETtChA32IC7a00jjoXqjINiP\\_RKXwQcXU4Pk\\_YcFlg/edit#gid=0](https://docs.google.com/spreadsheets/d/1WETtChA32IC7a00jjoXqjINiP_RKXwQcXU4Pk_YcFlg/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.

<b>A</b>	= 92.5% to 100.0%	<b>B-</b>	= 80.0% to 82.4%	<b>D</b>	= 60.0% to 69.9%
<b>A-</b>	= 90.0% to 92.4%	<b>C+</b>	= 77.5% to 79.9%	<b>F</b>	= 59.9% and below
<b>B+</b>	= 87.5% to 89.9%	<b>C</b>	= 72.5% to 77.4%		
<b>B</b>	= 82.6% to 87.4%	<b>C-</b>	= 70.0% to 72.5%		

**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>

**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>; 314-977-

3484). Please inform me at least one week prior to the need for an accommodation so we can make suitable arrangements.

**2019 Academic Calendar – Important Dates**

01.27.19 – Last day to drop without a “W”

02.17.19 – Last day to get a partial tuition refund

***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**
  - 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. (2011). What is addiction? In W. R. Miller, A. A., Forcehimes, & A. Zweben, *Treating addiction: A guide for professionals* (pp. 10-28). New York, NY: Guilford Press.
  - Hart, C. L. (2017). Viewing addiction as a brain disease promotes social injustice. *Nature Human Behaviour*, 1, 0055.

**January 24**

- **Lecture on etiology – course and correlates of addiction**
- **Etiology**
  - Blaszczynski, A., & Nower, L. (2002). A pathways model of problem and pathological gambling. *Addiction*, 97, 487-499.
  - Hesselbrock, V. M. & Hesselbrock, M. N. (2006). Are there empirically supported and clinically useful subtypes of alcohol dependence? *Addiction*, 101, 97-103.
  - Volkow, N. D., Koob, G. F., & McLellan, A. T. (2016). Neurobiologic advances from the brain disease model of addiction. *New England Journal of Medicine*, 374(4), 363-371.

**January 31**

- **Lecture on maturation out of alcohol use disorders (no assigned readings)**
- **Natural Recovery**
  - Bischof, G., Rumpf, H. J., & John, U. (2012). Natural recovery from addiction. In H. Shaffer, D. A. LaPlante, & S. E. Nelson (Eds.), *APA addiction syndrome handbook, volume 2: Recovery, prevention, and other issues* (pp. 133-156). Washington, DC: American Psychological Association.
- **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.
  - 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.
- **Student Presentation:**
  - King, M. P., & Tucker, J. A. (2000). Behavior change patterns and strategies distinguishing moderation drinking and abstinence during the natural resolution of alcohol problems without treatment. *Psychology of Addictive Behaviors*, 14, 48-55.

## February 7

- **Lecture on gambling screening measures and other measures (no assigned readings)**
- **Clinical Assessment**
  - 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. 10-20). Geneva, Switzerland: World Health Organization.
  - Hill, H. H., Donohue, B. C., & Allen, D. N. (2009). Timeline Followback. In G. L. Fisher, & N. A. Roget (Eds.), *Encyclopedia of substance abuse, prevention, treatment, & recovery* (pp. 902-903). Los Angeles, CA: Sage Publishers.
    - **Timeline Followback forms:** [http://www.nova.edu/gsc/online\\_files.html](http://www.nova.edu/gsc/online_files.html)
  - McLellan, A.T., Cacciola, J.C., Alterman, A.I., Rikoon, S.H., & Carise, D. (2006). The Addiction Severity Index at 25: Origins, contributions, and transitions. *American Journal on Addictions, 15*, 113-124.
    - **Addiction Severity Index website:** <http://www.tresearch.org/ASI.htm>
  - 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.
  - Warner, E.A., & Sharma, N. (2009). Laboratory diagnosis. In R.K. Ries, D.A. Fiellin, S.C. Miller, & R. Saitz (Eds.), *Principles of addiction medicine* (pp. 295-304). Philadelphia, PA: Lippincott, Williams, & Wilkins.
    - **Additional resource:**  
<http://pubs.niaaa.nih.gov/publications/Assesing%20Alcohol/index.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:**
  - Maisto, S. A., Clifford, P. R., & Davis, C. M. (2007). Alcohol treatment research assessment exposure subject reactivity effects: Part II. Treatment engagement and involvement. *Journal of Studies on Alcohol and Drugs, 68*, 529-533.

## February 14

- **Screening, Brief Intervention, and Referral to Treatment (SBIRT)**
  - [Centers for Disease Control and Prevention \(2014\). \*Planning and implementing screening and brief intervention for risky alcohol use: A step-by-step guide for primary care practices\*. Atlanta, GA: Author.](#)
  - Saitz, R. (2015). 'SBIRT' is the answer? Probably not. *Addiction, 110*(9), 1416-1417.
  - **Additional Information:**
    - Glass, J.E., Hamilton, A.M., Powell, B.J., Perron, B.E., Brown, R.T., & Ilgen, M.A. (2015). Specialty substance use disorders services following brief alcohol intervention: A meta-analysis of randomized controlled trials. *Addiction, 110*(9), 1404-1415.
- **Controlled drinking/Moderation**
  - Cloud, R. N., McKiernan, P., & Cooper, L. (2003). Controlled drinking as an appropriate treatment goal. *Alcoholism Treatment Quarterly, 21*, 67-82.
  - Rosenberg, H. (1993). Prediction of controlled drinking by alcoholics and problem drinkers. *Psychological Bulletin, 113*, 129-139.
- **Student Presentation:**
  - Hester, R. K., Delaney, H. D., & Campbell, W. (2011). ModerateDrinking.Com and moderation management: Outcomes of a randomized clinical trial with non-

dependent problem drinkers. *Journal of Consulting and Clinical Psychology*, 79, 215-224.

## February 21

- **Self-Help Groups and Twelve Step Facilitation**
  - Kelly, J. F. (2017). Is Alcoholics Anonymous religious, spiritual, neither? Findings from 25 years of mechanisms of behavior change research. *Addiction*, 112(6), 929-936.
    - **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.](#)
- **Other Self- Help**
  - Kelly, J. F., & White, W. L. (2012). Broadening the base of addiction mutual-help organizations. *Journal of Groups in Addiction & Recovery*, 7, 82-101
- **Additional Resource:**
  - <http://womenforsobriety.org/>
  - <http://www.smartrecovery.org/>
- **Student Presentation:**
  - Winkelman, M. (2003). Complementary therapy for addiction: “Drumming out drugs”. *American Journal of Public Health*, 93, 647-651.

## February 28

- **Group Treatment**
  - SAMHSA (2005). *Substance abuse treatment: Group therapy*. Treatment Improvement Protocol (TIP) Series 41. HHS Publication No. (SMA) 09-3991. Rockville, MD: SAMSHA. **(Pages 1-72, 91-122; Chapters 1-4, and 6)**
- **Student Presentation:**
  - White, A. (2013). Trials of Acupuncture for drug dependence: A recommendation for hypotheses based on the literature. *Acupuncture in Medicine*, 31(3), 297-304.
  - Brown, R. A., Abrantes, A. M., Read, J. P., Marcus, B. H., Jakicic, J, Strong, D. R. et al. (2010). A pilot study of aerobic exercise as an adjunctive treatment for drug dependence. *Mental Health and Physical Activity*, 3, 27-34.

## March 7

- **Motivational Interviewing**
  - Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Preparing people for change* (3<sup>rd</sup> ed.). New York, NY: Guilford Press. **(Pages 1-47, 62-73)**

## March 14 – Spring Break (No Class)

## March 21

- **Motivational Interviewing (continued)**
  - Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Preparing people for change* (3<sup>rd</sup> ed.). New York, NY: Guilford Press. **(Pages 74-101, 155-182)**

## March 28

- **Motivational Interviewing (continued)**
  - Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Preparing people for change* (3<sup>rd</sup> ed.). New York, NY: Guilford Press. **(Pages 212-230, 305-321)**
- **Harm Reduction**
  - Marlatt, G. A., & Witkiewitz, K. (2010). Update on harm-reduction policy and intervention research. *Annual Review of Clinical Psychology*, 6, 591-606.
  - Lecture on harm reduction and implementation barriers (no assigned readings)
- **Student Presentation**
  - Hiller, M. L., Narevic, E., Webster, M., Rosen, P., Staton, M., Leukefeld, C., ... Kayo, R. (2009). Problem severity and motivation for treatment in incarcerated substance abusers. *Substance Use & Misuse*, 44, 28-41.

## April 4

- **Cognitive Behavioral Therapy**
  - McCrady, B. S. (2008). Alcohol use disorders. In D.H. Barlow (Ed.), *Clinical handbook of psychological disorders* (4<sup>th</sup> ed.) (pp. 492-546). Guilford Press: New York.
  - 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
- **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.](#)
  - Monti, P.M., Kadden, R.M., Rohsenow, D.J., Cooney, N.L., & Abrams, D.B. (2002). *Treating alcohol dependence: A coping skills training Guide* (2<sup>nd</sup> ed.). New York, NY: Guilford Press.

## April 11

- **Contingency Management**
  - Stitzer, M. & Petry, N. (2006). Contingency management for treatment of substance abuse. *Annual Review of Clinical Psychology*, 2, 411-434.
  - Petry, N. M. (2012). *Contingency management for substance abuse treatment: A guide to implementing this evidence-based practice*. New York, NY: Routledge. **(Pages 208-241).**

## April 18

- **Adolescent and Family Approaches**
  - Daley, D. C., Smith, E., Balogh, D., & Toscaloni, J. (2018). Forgotten but not gone: The impact of the opioid epidemic and other substance use disorders on families and children. *Commonwealth*, 20, 93-121.
  - Zajac, K., Randall, J., & Swenson, C. C. (2015). Multisystemic therapy for externalizing youth. *Child and Adolescent Psychiatric Clinics*, 24(3), 601-616.
  - Smith, J. E., & Meyers, R. J. (2004). *Motivating substance abusers to enter treatment: Working with family members*. New York, NY: Guilford Press. **(Pages 1-10, 258-271)**

- **Student Presentation:**
  - Weddle, M., & Kokotailo, P. (2002). Adolescent substance abuse: Confidentiality and consent. *Pediatric Clinics of North America*, 49, 301-315.

## April 25

- **Treating Comorbid Psychopathology**
  - Schäfer, I., & Najavits, L.M. (2007). Clinical challenges in the treatment of patients with posttraumatic stress disorder and substance abuse. *Current Opinion in Psychiatry*, 20, 614-618.
  - McCain, 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, NY: Guilford Press.
- **Substance Use and Suicide**
  - SAMHSA (2009). *Addressing suicidal thoughts and behaviors in substance abuse treatment*. Treatment Improvement Protocol (TIP) Series 50. HHS Publication No. (SMA) 09-4381. Rockville, MD: SAMSHA. **(Pages 1-31)**
  - Vignettes in following chapters for class discussion.
- **Student Presentation:**
  - Schneider, B. (2009). Substance use disorders and risk for completed suicide. *Archives of Suicide Research*, 13, 303-316.

## May 2

- **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, ArtID 17.
- **Medications**
  - Kranzler, H. R., Ciraulo, D. A., & Jaffe, J. H. (2009). Medications for use in alcohol rehabilitation. In R. K. Ries, D. A. Fiellin, S. C. Miller, & R. Saitz (Eds.), *Principles of addiction medicine* (pp. 631-643). Philadelphia, PA: Lippincott, Williams, & Wilkins.
  - Bart, G. (2012). Maintenance medication for opiate addiction: The foundation of recovery. *Journal of Addictive Diseases*, 31, 207-225.
- **Concluding Reading**
  - 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.
- **Student Presentation:**
  - Gustafson, D. H., McTavish, F. M., Chih, M. Y., Atwood, A. K., Johnson, R. A., Boyle, M. G., ... Shah, D. (2014). A smartphone application to support recovery from alcoholism: A randomized clinical trial. *JAMA Psychiatry*, 71(5), 566-572.