Addictions and Treatment

PSYC 226

Fall 2025   Section 01   In Person   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/23/2025

👤 Contact Information

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Office Hours

Monday, 3:00 PM to 5:00 PM, DMH 321

or by appointment

🕐 Course Information

Seminar

Tuesday, 12:00 PM to 2:45 PM, DMH 308

💻 Course Description and Requisites

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

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

Letter Graded

✳ Classroom Protocols

This is a graduate seminar, and I encourage you to be attentive in class, participate in discussions, and limit other distractions. Please place cell phones on silent mode during class. If you must make or answer a call, please excuse yourself from class for such activity. Please do not browse the web during class. Most

importantly, please be respectful of your classmates' opinions, as this is a seminar course and we are likely to discuss topics for which students will have differing views. Also, if you discuss client-related content in class, please be sure to protect that person's confidentiality. Students are asked not to share these discussions outside of class.

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

Artificial intelligence

Brief policy:

You may use generative AI tools (like ChatGPT or DALL·E) in this class, but only with transparency and care. If you use them, you must cite the tool and briefly explain in an appendix how you used it (what you asked, how you checked accuracy, and what you changed). Remember that AI can produce mistakes, outdated info, or even plagiarism—it's your responsibility to make sure your work is accurate and original. Unauthorized or undisclosed AI use will be treated as an academic integrity violation under the Student Conduct Code.

Generative Artificial Intelligence (AI) Policy

Generative AI tools—such as ChatGPT for text and DALL·E for images—can create new text, images, code, audio, video, and other forms of content. Because these tools are increasingly common, this course allows limited and responsible use of AI within the following guidelines:

1. Documentation and Citation

- If you use AI tools for any part of an assignment, you must acknowledge them.
- Cite the tool in the style guide specified for this course (e.g., APA, MLA, Chicago).
- In an appendix, include a short reflection (a few sentences) describing:
    - What you asked the tool to do.
    - How you checked the accuracy or quality of its response.
    - What changes you made to the AI's output.
    - How using the tool helped (or limited) your understanding of the material.

2. Limitations and Risks

- AI tools are trained on limited and sometimes outdated data. They may produce incorrect, misleading, or fabricated information.
- Because AI models are trained on existing materials, they may reproduce copyrighted or plagiarized content. Using them uncritically can lead to unintentional plagiarism or ethical violations.
- You—not the AI—are fully responsible for the quality, accuracy, and integrity of all work you submit.

3. Academic Integrity

- This course uses Turnitin for originality review, which may also detect AI-generated text.
- Any unauthorized or undisclosed use of AI tools will be treated as a violation of the Student Conduct Code (California Code 41301: Standards for Student Conduct).
- Academic integrity violations may result in sanctions, even for a first offense.

4. **Purpose**
The goal of this policy is not to discourage responsible exploration of AI tools but to ensure they are used transparently, ethically, and in ways that support—not replace—your learning.

Program Information

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

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

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

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

2. Communication and Case presentation
    2.1 Students will be able to integrate and communicate clinical case material

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

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

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

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

4. Professional clinical practice

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

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

📊 Course Learning Outcomes (CLOs)

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

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

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

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

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

📖 Course Materials

Motivational Interviewing: Helping People Change and Grow

Author: William R. Miller & Stephen Rollnick
Publisher: Guilford Publications
Edition: 4th
ISBN: 1462552811, 9781462552818
Availability: Anywhere that is the most affordable for you

Additional articles will be available on Canvas!

There will be additional readings assigned, both in the syllabus and as the class progresses. Readings not already detailed in the syllabus will be available electronically, usually at least two weeks before the class where they are scheduled to be discussed.

≔ Course Requirements and Assignments

2 recordings using motivational interviewing (MI)

You will have two videotaped "real play" assignments that will be completed with another student (not the same partner each time). For each work sample you will complete a real play, you will transcribe your responses, label them and write a self-reflection paper. This is a chance for you to receive feedback on critical skills needed for MI.

I will provide more details/clarification in another document, which will include focusing on a behavior the person is ambivalent about changing.

Presentation on EBT

Although there may be other options (e.g., demonstration/other practice of delivering treatment in class, or meeting with me individually-person), below is a definitive expectation:

Each of you will present on one evidence based treatment that has been used for people with substance use disorders that may be related to your paper. These topics include but are not limited to:

- Cognitive behavioral therapy for SUD (e.g., alcohol, tobacco cessation)
- Motivational interviewing
- Contingency management
- Dialectical behavior therapy (DBT)
- Community reinforcement approach (CRA)
- Community reinforcement approach and family training (CRAFT)
- Seeking safety

Presentation components include:

1. Provide an overview of the treatment and its components
2. What substance(s) has it been used most often with
3. Select between 2-3 research articles (ideally recent within the past 5 years) that examined substance use and other outcomes (e.g., reduction in substance use frequency, reduction in depression, PTSD symptoms) and talk about their findings
   1. What were the social, cultural, psychological and demographic factors of participants in the study?
   2. What treatments were compared?
   3. What was the drop-out rate?
   4. How much did substances reduce by?

5. How much did symptoms reduce by?
4. Identify at least 2 strengths and weaknesses found in the study
5. Create a class activity that can help us understand delivery of the treatment

Paper on EBT

Each student will write a short research paper **on the following:**

Select one treatment we have discussed in this course for substance use disorders or go to the American Psychological Association Division 12 (Clinical Psychology) website (https://div12.org/psychological-treatments/) (https://div12.org/psychological-treatments/) and under resources, select "Psychological Treatments" then, "Find a treatment". Here, you will select relevant disorders for this course including: a) Cocaine, b) alcohol, c) mixed-substance use/dependence, d) substance and alcohol use disorders and find and select one treatment you want to learn more about.

The paper should be 4-5 pages, in APA style, and should summarize the philosophy/process of the treatment, and any available research support for outcomes related to the treatment, including but not limited to drop out rates for treatment, reduction in substance use, and other related outcomes. Papers should aim to include at least 3 peer-reviewed articles, with at least one article published within the past 5 years. The goal of the paper is to better understand options that are available to clients.

A rubric for the paper will be available on Canvas.

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

Discussion Leader

Discussion leaders are expected to add to the lecture/class discussion by integrating questions and discussion points brought up by students on the weekly Canvas discussion board. You should come prepared to class with questions that should be asked/integrated throughout the lecture. Your grade will be based on facilitating discussion among students throughout the class period and overall preparedness/presentation skills for the discussion. Your discussion should show evidence of integrating student questions and applying them to our content and clinical practice.

Unless you have a good reason, you will not be able to make up discussion leader points if you're unable to attend class on the day you've signed up for.

Discussion questions

Each week prior to our meeting (by Sunday night), you will be expected to turn in three discussion points or questions related to the reading. These will be turned in via upload or text box on Canvas. The questions can either ask clarification on something you are confused about, or pose a question to the class for an issue where you would like to hear other opinions. These questions will be turned in the day before our class meeting so that the discussion leader can review them prior to class. Your

grade will be based on evidence of reading and integrating the material. On your discussion leader day, you do not need to turn in your own discussion questions. You will receive automatic credit on that day for the discussion questions assignment.

Extra credit

Throughout the semester, there may be opportunities for extra credit. I will make an announcement in class and on Canvas to notify you.

✔ Grading Information

Criteria

Grade breakdown

Assignment	Total points
2 recordings of using MI	100
1 Presentation on EBT	50
1 Paper on EBT	50
Discussion leader + 9 discussion posts	100
Participation	50
Total	350

Breakdown

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

Grade	Range	Notes
A+	97-100	340-350 points
A	93-96	326-339 points
A-	90-92	315-325 points
B+	87-89	305-314 points
B	83-86	291-304 points

Grade	Range	Notes
B-	80-82	280-290 points
C+	77-79	270-279 points
C	73-76	256-269 points
C-	70-72	245-255 points
D+	67-69	235-244 points
D	63-66	221-234 points
D-	60-62	210-220 points
F	Below 60%	Below 210 points

🏛 University Policies

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

📅 Course Schedule

Note: This is a tentative schedule and subject to change as the semester progresses. We may get ahead or fall behind and I may decide to skip or add sections or chapters. You will be notified during class of any schedule changes. Note that the 'Notes' column lists the reading you should have completed for that day's lecture. Other readings will be added and posted on Canvas. I will notify you of these additions and changes.

When	Topic	Notes
Week 1 - 8/26/25	Introductions, syllabus/course review, discussion	Obtain book - any format that works for you! Sign up for discussion leader dates in class Optional: Ch 1 and 2 - The Sage Handbook of Addiction Psychology Kelly - Addictionary article (optional)

When	Topic	Notes
Week 2 - 9/2/25	Epidemiology of Substance use, SUD and Behavioral addictions	Readings: Chapters 3 & 4 of The Sage Handbook of Addiction Psychology Assignments: Complete discussion questions Discussion leader:
Week 3 9/9/25	Vulnerability & Mechanisms	Readings: Chapters 7 & 8 of The Sage Handbook of Addiction Psychology Assignments: Complete discussion questions Discussion leader:
Week 4 - 9/16/25	Interventions	Readings: Pick two chapters of Ch 19-22 of The Sage Handbook of Addiction Psychology Discussion leaders: (2)
Week 5 - 9/23/25	What is Motivational Interviewing?	The evolution of MI by William Miller, 2023 Chapters 1-2: Miller & Rollnick, 2024 Optional: Chapter 3 Assignments: Complete discussion questions Discussion leader:
Week 6- 9/30/25	The four proccesses of Motivational Interviewing: Engaging and Focusing	What MI is not - Miller & Rollnick, 2009 Chapter 4 & 5: Miller & Rollnick - Engaging & Focusing Assignments: Complete discussion questions Discussion leaders (2):
Week 7 - 10/7/25	The four proccesses of Motivational Interviewing: Evoking and planning	Chapters 6-7: Miller & Rollnick, 2024 Assignments: Complete discussion questions Discussion leader (2): 1st MI practice assignment due

When	Topic	Notes
Week 8- 10/14/25	Potentially no class	If we end up having class, the schedule will be the one for 10/21
Week 9- 10/21/25	A deeper dive into MI	Readings: Pick two-three chapters from Miller & Rollnick's Chapter 8-15 Assignments: Complete discussion questions Discussion leaders: (2)
Week 10 - 10/28/25	Community reinforcement approach (CRA) and CRAFT + Family based treatment for adolescents	Smith, Campos-Melady, & Meyers, 2009 – CRA and CRAFT Meyers et al., 2011 – The CRA approach: an update on the evidence Campos-Melady et al., 2017- Effect of therapists' adherence and competence in delivering the Adolescent CRA Horigian et al., 2016- Family based treatment for adolescent substance use Discussion leaders: (2)
Week 11 - 11/4/25	Cognitive behavioral therapy (CBT)	Carroll & Kiluk, 2017- Cognitive behavioral interventions for alcohol and drug use disorders Boness et al., 2024 - An evaluation of CBT for SUD: Review Discussion leader: 2nd MI practice assignment due
Week 12 - 11/11/25	NO CLASS - VETERAN's DAY	
Week 13 - 11/18/25	Presentations	

When	Topic	Notes
Week 14 - 11/25/25	Presentations	
Week 15 - 12/2/25	Presentations	
Finals week	Turn in final papers	Most likely due during our Final's scheduled time: 12/16 by 12:45pm