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PSYX 631.01: Interventions—Substance Misuse

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Syllabus - Psyx 631 Interventions—Substance Misuse

Course Meetings: MW 9:40-11:00 am, Skaggs Building #174
Instructor: Bryan Cochran, Ph.D. Phone: 406.243.2391
Email: bryan.cochran@umontana.edu Office: Skaggs Bldg 364
Office Hours: Mon. 2:30-4, Th. 10-11:30

Accommodation of Students with Disabilities: In accordance with the University of Montana’s mission to provide equal educational opportunities for all students, I am willing to provide necessary accommodations for students with disabilities. If you require any accommodations, please make them known me, and I will work with the office of Disability Services in adapting this course.

Incompletes: Departmental and university policies regarding incompletes do not allow changing “incomplete” grades after one year has passed since the “I” was granted.

Academic Misconduct: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.

Course Description: Psyx 631 is an advanced graduate seminar course; this particular course focuses on current research on substance use disorders and related clinical interventions.

The format of this class will be informal article/topic discussion. The reading list will be supplemented with case examples, which we will discuss in detail in class.

Objectives: By the end of this course, you will be able:

- to describe the basic pharmacological properties and physiological effects of drugs of abuse
- to identify and classify substance use disorders
- to formulate a treatment plan for a client with a substance use disorder
- to describe and apply the basic psychological treatment approaches for substance use disorders
- to highlight recent advances in chemical dependency treatment

**Grading/
Evaluation:** It is assumed that the best measure of your having met the objectives of this course is your ability to synthesize the material you have learned and

to present your ideas to others (orally and in writing). With this in mind, evaluation of your progress will be through the following components:

75% Assignments—You will complete five assignments for this course, all of which are listed at the end of the syllabus (there are more than five options for assignments, allowing you to select those most interesting to you). Each assignment is worth 15 points.

25% Course Participation—This is not a lecture-focused course; accordingly, your contributions to class (including your presence) are paramount.

The grading scale for this course is based on a 10-point system using plus/minus grades (94-100% is an A, 90-93% is an A-, 87-89% is a B+, etc.).

**Required
Materials:**

There is no primary text for this course. Readings from relevant journals or other books are available through Moodle. The primary sources for your reading list and for information presented in class are as follows:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

DiClemente, C. C. (2003). *Addiction and change: How addictions develop and addicted people recover*. New York: Guilford

Hogan, J. A., Gabrielsen, K. R., Luna, N., & Grothaus, D. (2003). *Substance abuse prevention: The intersection of science and practice*. Boston: Allyn and Bacon.

McDowell, D. M., & Spitz, H. I. (1999). *Substance abuse: From principles to practice*. Philadelphia: Brunner/Mazel.

Liska, K. (2004). *Drugs and the human body with implications for society* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Miller, W. R., & Rollnick, S. (2012). *Motivational interviewing: Helping people change* (3rd ed.). New York: Guilford.

Najavits, L. M. (2002). *Seeking safety: A treatment manual for PTSD and substance abuse*. New York: Guilford.

Perrine, D. M. (1996). *The chemistry of mind-altering drugs: History, pharmacology, and cultural context*. Washington, DC: American Chemical Society.

Peterson, J. V., Nisenholz, B., & Robinson, G. (2003). *A nation under the influence: America's addiction to alcohol*. Boston: Allyn and Bacon.

[plus numerous primary journals in the field, cited in the *readings* section below]

Course Schedule:	Week 1 (1/27, 1/29)	Psychopharmacology and the body
	Week 2 (2/3, 2/5)	Major drugs of abuse, legal
	Week 3 (2/10*, 2/12)	Major drugs of abuse, illegal
	Week 4 (2/17 is a holiday; readings discussed 2/19)	Society's understanding of substance use
	Week 5 (2/24, 2/26)	Diagnosis and classification of substance use disorders (SUDs)
	Week 6 (3/3, 3/5)	Etiology, epidemiology, and dual diagnosis
	Week 7 (3/10*, 3/12)	Harm reduction versus abstinence
	Week 8 (3/17, 3/19)	The twelve-step model
	Week 9 (3/24, 3/26)	The transtheoretical model
	Week 10 (vacation week)	
	Week 11 (4/7*, 4/9)	Therapeutic communities, Inpatient treatment
	Week 12 (4/14, 4/16)	Motivational interviewing
	Week 13 (4/21, 4/23)	Prevention strategies
	Week 14 (4/28*, 4/30)	Considerations with specific populations
	Week 15 (5/5, 5/7)	Final Thoughts: Synthesis

* Assignments are due on these days. The final assignment is due on 5/15.

Readings:

Week 1, Psychopharmacology and the body

Liska, Chapter 4 (What happens to drugs after we take them)

Week 2, Major drugs of abuse, legal

Biondo, G., & Chilcoat, H.D. (2013). Discrepancies in prevalence estimates in two national surveys for nonmedical use of a specific opioid product versus any prescription pain reliever. *Drug and Alcohol Dependence, 134*, 396-400.

Chilcoat, H.D. (2009). An overview of the emergence of disparities in smoking prevalence, cessation, and adverse consequences among women. *Drug and Alcohol Dependence, 104S*, S17-S23.

Hartmann-Boyce, J., Stead, L.F., Cahill, K., & Lancaster, T. (2013). Efficacy of interventions to combat tobacco addiction: Cochrane update of 2012 reviews. *Addiction, 108*, 1711-1721.

Peterson, Nisenholz, & Robinson, Chapter 4 (Alcohol use, alcohol abuse, and health)

Roercke, M., & Rehm, J. (2013). Alcohol use disorders and mortality: A systematic review and meta-analysis. *Addiction, 108*, 1562-1578.

Week 3, Major drugs of abuse, illegal

Access the Office of National Drug Control Policy factsheets on major drug issues (website: <http://www.whitehouse.gov/ondcp/issues-info>). Read all ONDCP documents for the issues listed. Read through an additional layer of depth beyond the main pages (e.g., the FAQs).

Read the DEA factsheets on different drugs at <http://www.justice.gov/dea/druginfo/factsheets.shtml>

Winder, G.S., Stern, N., & Hosanagar, A. (2013). Are “Bath Salts” the next generation of stimulant abuse? *Journal of Substance Abuse Treatment, 44*, 42-45.

Week 4, Society’s understanding of substance use

DiClemente, Chapter 1 (Models of addiction and change)

Musto, D. F. (1991). Opium, cocaine and marijuana in American history. *Scientific American, 265*, 40-47.

Nesse, R. M., & Berridge, K. C. (1997). Psychoactive drug use in evolutionary perspective. *Science*, 278, 63-66.

Week 5, Diagnosis and classification of substance-related and addictive disorders

DSM-5– pp. 481-589

Hasin, D.S., O'Brien, C.P., Auriacombe, M., Borges, G., Bucholz, K., Budney, A. ... Grant, B. F. (2013). DSM-5 criteria for substance use disorders: Recommendations and rationale. *American Journal of Psychiatry*, 170(8), 834-851.

McLellan, T. (2010). What is recovery? Revisiting the Betty Ford Institute consensus panel definition. *Journal of Substance Abuse Treatment*, 38, 200-201.

Schuckit, M.A. (2013). Editor's corner: DSM-5—Ready or not, here it comes. *Journal of Studies on Alcohol and Drugs*, 74.5, 661-663.

Week 6, Etiology, epidemiology, and dual diagnosis

Najavits, Chapter 1 (Overview)

Primm, A. B., Tzolova-Iontchev, & Taylor, C. M. (2000). An integrated approach for dually diagnosed patients in a substance abuse treatment program: Case presentation. *Substance Abuse*, 21, 121-126.

Substance Abuse and Mental Health Services Administration (2013). Results from the 2012 National Survey on Drug Use and Health: Summary of national findings. Retrieved January 24, 2014 from <http://www.samhsa.gov/data/NSDUH/2012SummNatFindDetTables/NationalFindings/NSDUHresults2012.pdf>

Week 7, Harm reduction versus abstinence

Hammett, T. M., Wu, Z., Duc, T. T., Stephens, D., Sullivan, S., Liu, W., Chen, Y., Ngu, D., & Des Jarlais, D. C. (2008). 'Social evils' and harm reduction: the evolving policy environment for human immunodeficiency virus prevention among injection drug users in China and Vietnam. *Addiction*, 103, 137-145.

Kellogg, S. H. (2003). On "gradualism" and the building of the harm reduction-abstinence continuum. *Journal of Substance Abuse Treatment*, 25, 241-247.

McKeganey, N., Morris, Z., Neale, J., & Robertson, M. (2004). What are drug users looking for when they contact drug services: Abstinence or harm reduction? *Drugs: Education, Prevention and Policy*, 11, 423-435.

Tatarsky, A. (2003). Harm reduction psychotherapy: Extending the reach of traditional substance use treatment. *Journal of Substance Abuse Treatment*, 25, 249-256.

Week 8, The twelve-step model

Kelly, J. F., & Moos, R. (2003). Dropout from 12-step self-help groups: Prevalence, predictors, and counteracting treatment influences. *Journal of Substance Abuse Treatment*, 24, 241-250.

Laudet, A. B. (2007). What does recovery mean to you? Lessons from the recovery experience for research and practice. *Journal of Substance Abuse Treatment*, 33, 243-256.

Magura, S. (2007). The relationship between substance user treatment and 12-step fellowships: Current knowledge and research questions. *Substance Use & Misuse*, 42, 343-360.

McDowell & Spitz (Chapter 20), Twelve step programs

Week 9, The transtheoretical model

DiClemente, Chapter 2 (The process of human intentional behavior change)
Chapter 3 (The well-maintained addiction: An ending and a beginning)

Finnell, D. S. (2003). Use of the transtheoretical model for individuals with co-occurring disorders. *Community Mental Health Journal*, 39, 3-15.

Week 10, Relax and enjoy your break

Week 11, Therapeutic communities and inpatient treatment

McDowell & Spitz (Chapter 24), The therapeutic community

Nielsen, A. L., & Scarpitti, F. R. (1997). Changing the behavior of substance abusers: Factors influencing the effectiveness of therapeutic communities. *Journal of Drug Issues*, 27, 279-298.

Sacks, S., Banks, S., McKendrick, K., & Sacks, J. Y. (2008). Modified therapeutic community for co-occurring disorders: A summary of four studies. *Journal of Substance Abuse Treatment*, 34, 112-122.

Sacks, S., McKendrick, K., Vazan, P., Sacks, J.Y., & Cleland, C.M. (2012). Modified therapeutic community aftercare for clients triply diagnosed with HIV/AIDS and co-occurring mental and substance use disorders. *AIDS Care*, 23, 1676-1686.

Week 12, Motivational interviewing

Miller & Rollnick, Chapters 1-6 (Conversations about Change, The Spirit of Motivational Interviewing, The Method of Motivational Interviewing, Engagement and Disengagement, Listening: Understanding the Person's Dilemma, and Core Interviewing Skills: OARS)

Week 13, Prevention strategies

D'Amico, E. J. (2005). Factors that impact adolescents' intentions to utilize alcohol-related prevention services. *The Journal of Behavioral Health Services & Research*, 32, 332-340.

Hogan, et al. (Chapter 3), Prevention program planning

Morin, S. F., & Collins, C. (2000). Substance abuse prevention: Moving from science to policy. *Addictive Behaviors*, 25, 975-983.

Week 14, Considerations with specific populations

Campbell, C. I., & Alexander, J. A. (2002). Culturally competent treatment practices and ancillary service use in outpatient substance abuse treatment. *Journal of Substance Abuse Treatment*, 22, 109-119.

Cochran, B.N., Peavy, K.M., & Robohm, J.S. (2007). Do specialized services exist for LGBT individuals seeking treatment for substance misuse? A study of available treatment programs. *Substance Use & Misuse*, 42, 161-176.

Messina, N., Grella, C. E., Cartier, J., & Torres, S. (2010). A randomized experimental study of gender-responsive substance abuse treatment for women in prison. *Journal of Substance Abuse Treatment*, 28, 97-107.

Sun, A. (2006). Program factors related to women's substance abuse treatment retention and other outcomes: A review and critique. *Journal of Substance Abuse Treatment*, 30, 1-20.

Wells, K., Klap, R., Koike, A., & Sherbourne, C. (2001). Ethnic disparities in unmet need for alcoholism, drug abuse, and mental health care. *American Journal of Psychiatry*, 158, 2027-2032.

Week 15, Final Thoughts: Synthesis

Heyman, G. M. (2013). Quitting drugs: Quantitative and qualitative features. *Annual Review of Clinical Psychology, 9*, 29-59.

Longabaugh, R., Donovan, D. M., Karno, M. P., McCrady, B. S., Morgenstern, J., & Tonigan, J. S. (2005). Active ingredients: How and why evidence-based alcohol behavioral treatment interventions work. *Alcoholism: Clinical and Experimental Research, 29*, 235-247.

McLellan, A. T., Carise, D., & Kleber, H. D. (2003). Can the national addiction treatment infrastructure support the public's demand for quality care? *Journal of Substance Abuse Treatment, 25*, 117-121.

Assignments:

There are five primary assignments for this course, which can be selected from the options below and completed in any order of your choosing. If you have an idea for an alternate assignment, present it to your instructor, and pending approval, it may substitute for one of your assignments for the course.

The due dates for each assignment are denoted by an asterisk (*) following the date in the course schedule; the first four assignments are due on Mondays in class, and the final assignment is due on the date of the final examination (Thursday, May 15).

The assignments are as follows:

- A: Provide a summary (5 pages maximum) of drug trends in Montana that is based on web research. Suggested websites are the U.S. Drug Enforcement Administration's statistics pages at <http://www.justice.gov/dea/resource-center/statistics.shtml>), SAMHSA (<http://oas.samhsa.gov/states.htm>), and Montana's Department of Public Health and Human Services (chemical dependency data are provided at <http://www.dphhs.mt.gov/amdd/chemicaldependency/chemicaldependencydata.shtml>; other links may have further information). An ideal summary would also provide, as a comparison, data from another state. In this summary, identify the key problems for substance use prevention and treatment in Montana.
- B: This experiential exercise is intended to give you a sense of what 12-step meetings are like. Find a local AA or NA meeting (directories online include for AA <http://www.aa-montana.org/index.php?city=Missoula> and for NA <http://www.namontana.com/>) and attend it. Be sure that the meeting you select is an "open" meeting. Your degree of participation is up to you; the format of these meetings is designed to allow you to be anonymous and to participate as little or as much as you like. After attending the meeting, write a brief summary (3 pages

maximum) of your experience at the meeting, and discuss what it might be like to seek 12-step treatment.

- C: Read and summarize two articles from a recent issue of the *Journal of Substance Abuse Treatment, Addiction, Substance Use and Misuse*, or another major journal in the field. Pick articles that are of interest to you, and summarize in the following format:
- Basic research question:
 - Previous research findings in this area:
 - Study design (brief):
 - Primary findings:
 - Implications for treatment delivery:
- Each of your article summaries should be three pages or less.
- D: Write a brief case study of an individual with a substance use disorder. This may be an actual client you have seen, if applicable, or a hypothetical client. In your case study, describe the development of this person's substance use problem, any comorbid conditions, a theoretical background for your case formulation (you may select any theory of your choosing), and a preliminary treatment plan. Limit your case study to eight pages. **For clinical Ph.D. students, this particular assignment is required as one of your five.**
- E: In this assignment, watch a film that depicts a main character with a substance use disorder. Some representative films/series are *Trainspotting, House of Cards, Blow, Traffic, Drugstore Cowboy, and Requiem for a Dream* (of course, you are free to pick any film with a drug theme, but please select something you have not seen before). Pick a theoretical perspective from which to analyze the character's substance use (e.g., the transtheoretical model) and write a narrative account of the character's addiction. Devise a preliminary treatment plan for this character, and discuss what obstacles are identified in the film that might hinder the progress of the character's treatment, or what factors in place might facilitate treatment. This assignment should take no more than six pages.
- F: Critique of readings: choose six readings that were assigned for this course, and write a thoughtful reaction to each of them. Your six readings should include at least three empirical articles. In your critique, discuss how each reading did or did not contribute to your understanding of substance use disorders. Please do not summarize the readings, but instead, formulate your own impressions and relate the readings to what you have learned about substance abuse from other sources. For the empirical articles, identify any methodological or theoretical flaws that you see, and suggest other studies that may answer the researchers' original questions more effectively.
- G: Do an in-depth analysis of a drug of abuse. In your overview, consider the epidemiology of this drug's use, the potential effects on the individual user and on society, and possible treatment approaches. It is expected that this review will require 5-8 sources and will be approximately 5-6 pages.