Evidence Based Assessment and Treatment for Addictive Disorders  
Course # 82903.13167  
Spring, 2012

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Day and Time: Thursdays, 2:00 p.m. – 3:50 p.m.  
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Course Description:  
The aim of this doctoral course is to introduce clinical psychology graduate students to the basic concepts relevant to understanding the process of treatment for addictive behaviors. The course will review modern theoretical viewpoints of addictions including neurobiological, harm-reduction and stages of change models and contrast these with psychodynamic models of addiction. Students will be familiarized with diagnostic criteria for alcohol and substance use disorders utilizing the Diagnostic and Statistical Manual Fourth Addition-TR (DSM-TR) as well as to more continuum models of assessing addictions. The course offers a comprehensive introduction to all aspects of case management, planning, monitoring, and advocacy. A range of manual-driven, evidence-based treatments will be covered including motivational interviewing and enhancement, relapse prevention, twelve-step facilitation, contingency management, trauma-informed seeking safety, and safer sex skills. A final section of the course will expose students to the medications that have been developed to augment the treatment of addictions, the ways medication and counseling can work together, and understanding the context of a substance abuser’s life including the use of couples and family-based social interventions.

Course Objectives:  
To promote critical thinking and to employ these skills while reading and discussing the contemporary literature on models of addictive behavior. A second objective is to expose students to practical guidelines regarding assessment and multi-modal treatments for addictive behaviors. A major aim will be for students to gain familiarity with the current clinical and research literature regarding evidence based practices most common in community substance abuse treatment programs. As an overriding philosophy, psychological concepts will incorporate an understanding of multicultural influences including (but not limited to) racial, ethnic, cultural, gender, sexual and social class in relation to chemical dependency and treatments for substance use disorders. Across all topics, communication skills in oral and written will be tested.

Students with Disabilities:  
Any student with a disability may be accommodated. Please speak to me in private about specific needs. It is also recommended that you contact Disability Services at City College; they can provide a number of helpful recommendations and remediation.
services. In order to accommodate a student with any disability, that student must be on record with Disability Services.

**Required Texts:**

Main texts:


**Recommended Texts:**


Handouts:
Throughout the course, assigned readings are given outside of the two main texts. These will be offered through the City College Reserves as pdf files.

Procedure for accessing reserve readings

go onto http://www1.ccny.cuny.edu/library/

select RESEARCH BY SUBJECT (on left)
select RESERVES (on right)
select CURRENT SEMESTER RESERVE ITEMS (on left)
select HIEN from drop down menu (search by professor)
Click on the Course Name and it will prompt you for the password: psydhien

**Requirements and Grading:**

1. Lead an in-class critique of a research article of your own choosing (List of acceptable journals will be given, exceptions to the list need approval by professor); Summary of presentation must also be handed in = 35%.
2. Attendance at an AA meeting accompanied by a one-page (single spaced) write-up of the experience = 10%.
3. Final Project = 40%.
4. Attendance and class participation = 15%
Attendance and class participation are a major part of this class. Only two excused absences and one unexcused absence is permitted. If you are forced to missed several days you will be encouraged to withdraw.

The research critique will be on a topic of your choosing in prevention, social impact, or treatment of substance abuse. The presentation should be 15 to 20 minutes long and accompanied by a 3-5 page write-up; the expectations and format will be discussed further in class.

Attendance as an anonymous observer of an AA/NA meeting will be a crucial component of exposure to the twelve-step program recovery model. Details for how to select an appropriate meeting will be provided in class. A 1-2 page autobiographical write-up will be expected.

For a final project students may choose to focus on either a research or clinical topic.

- Research Option: Students will write a final research proposal on one of the topics discussed in this course (topic approval required from professor). Research papers are to contain specific aims, background and significance, proposed design and research methods, and some discussion of potential scientific impact. Each proposal should be no more than 10 double-spaced pages in length.

- Clinical Option: Students may choose to conduct and write-up an addiction consultation. If you choose this option, you must schedule to meet with the professor prior to conducting the consultation for one or more supervision session(s). This consultation will then cover both a formal assessment phase and the application of 1-3 sessions of an EBP (to be planned during the supervision from the professor). A model for the formal consultation write-up will be given.

Policy for missed exam or late papers:

No makeup exams will be given and a failing grade will be issued for that exam. Late papers will not be accepted. No papers will be accepted via email.
Weekly Readings Assignments and Class Topics:

Week I (insert date): Introduction to Class Objectives, Overview of Addictions Epidemiology, and Basic Terminology

Course Introduction, Basic Terms and Concepts Relevant to Addictions Treatment and Review of the Kinds of Treatment Programs Available in the Community

Week II (insert date): Introduction to Theories of Addiction and Relevant Treatment Models

A Biopsychosocial Model: Contrasting the Disease Model with Neurobiological and Harm Reduction Theories

Objective: To develop critical thinking regarding older and newer models of addictions, and to gain an understanding of different philosophies of treatment.

Readings:

• RHG, Part 1.
• RSA, Chapters 1, 2 (Read Only pp 16-20), 4 & 17.

Week III (insert date): Psychodynamic Treatment Models

Objective: To gain a historical perspective on the treatment of addictions applying psychodynamic principles.

Readings:

• TSATT Chapters 3 & 4.

Additional Suggested Reading:
Week IV (insert date): Transtheoretical Model of Change

Objective: To be exposed to the transtheoretical model of addictions and to learn about the research findings that relate to and inform the model, as well as the implications for this model upon expectations for the process of change and how to conceptualize treatment outcomes.

Readings:

- RHG, Parts 3 & 4.
- RSA Chapter 6, 9.
- TSATT Chapter 11.

Week V (insert date): Introduction to Assessment

Alcohol and Psychoactive Drug Types and Definitions of Abuse and Dependence; Diagnostic Criteria for Evaluating Alcohol and Drug Use Patterns

Objective: To become familiar with DSM-IV-TR definitions of Alcohol and Psychoactive Drug Classes as well as the diagnostic criteria used to evaluate problematic use, misuse and diagnosable disorders

Readings:

- RHG Part 5.

Measures:

Structured Clinical Interview for DSM-IV-TR, Alcohol and Psychoactive Substance Use Disorders


Addiction Severity Index

Alcohol Screening
- Review the Alcohol Use Disorders Identification Test (AUDIT) assessment tool.
- Review the Michigan Alcoholism Screening Test (MAST) assessment tool.

Week V (insert date): Psychiatric Comorbidity

**Objective:** To gain familiarity with most frequent psychiatric conditions that co-occur with addictive disorders and may need referral for additional treatment

**Readings:**
- RHG Part 7.
- RSA Chapter 8.

Week VI (insert date): Alcoholics Anonymous (Attendance at AA Meeting 1-Page Summary is DUE FOR THIS CLASS)

**Objective:** To learn about one of the foundations of the Recovery Movement

**Readings:**
- RHG, Part 2 and Appendix IV.
- RSA, Chapter 16.
- TSATT, Chapters 1 & 2

**Additional Suggested Readings:**
Review example Sessions from the Twelve Step Facilitation Manual

Weeks VII & VIII (insert dates): Motivational Interviewing and Motivational Enhancement

A Closer Look at MI/MET

Objective: To examine specific behavioral techniques commonly used to help patients progress in their motivation to become sober

Readings:

- **TSATT**, Chapter 12.
- Review MET Treatment Manual from Project Match

Week IX (insert dates): Cognitive Behavioral Therapy and Relapse Prevention

What is Cognitive Behavior Therapy and Relapse Prevention?

Objective: To become exposed to basic theories of CBT for Substance Dependence and to understand key elements of relapse prevention therapy

Readings:

- **TSATT**, Chapters 7 & 8.
- **RSA**, Chapter 14.
- Review Relapse Prevention Sessions:
  - Coping with cravings and urges to use
  - Seemingly irrelevant decisions

Weeks XI and XII (insert dates): Treatments for Women and Special Populations-Seeking Safety and Gender Based Therapies

Traumatic Stress Exposure and its Relationship to Substance Misuse and Abuse; Evidence-Based Treatment for Trauma and Addiction
Objective: To review epidemiology of traumatic stress exposure in low-income, racial/ethnic minority populations, providing a background for the need to be aware of trauma and trauma-related disorders among substance using populations.

Readings:

- **RSA** Chapter 10

Week XIII (insert date): Contingency Management

Behavioral Approaches to Increase Positive Contingencies for Maintaining Recovery

Objective: To learn about motivational incentives techniques and research, and how they have been shown to promote abstinence.

Readings:

- **TSATT** Chapters 9 & 10
Week XIV (insert date): Pharmacotherapies

Considering How to Intervene with Medications and Therapy; Pharmacologic Treatments for Opioids and Alcohol

Objective: To become familiar with the various pharmacologic treatments utilized with a range of substance use disorders.

Readings:

- **TSATT**, Chapter 13.
- **RSA**, Chapter 15.

Week XV (insert date): Social Interventions with Special Populations

Couples Work; Engagement of the Family and Social Network; HBO Series on the Adolescent Addict

Objective: To expose students to evidence based couples and family addiction treatment models.

Readings:

- **TSA**, Chapters 5 & 6

**Additional Suggested Readings:**


**[INSERT DATE] FINAL PAPER DUE**