
Substance Abuse

Counseling Psychology 320
Santa Clara University
Spring Quarter 2019

Professor: Jasmín Llamas, Ph.D.
Office: Guadalupe Hall 151
Office hours: Tuesday 1-3, Thursday 1-2
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Class Location: Guadalupe Hall 148
Class Time: Thursday 5:30-8:30pm

Course Objectives:

This course will examine substance use disorders and current theories and treatments of addiction across multiple client populations. The course will cover the etiology of addiction and theories of treatment for individuals, couples, families, and groups. Clinical assessment, conceptualization, diagnosis, treatment planning, and issues/needs related to providing culturally sensitive, inclusive, and competent treatment will be covered. This course aims to achieve the following goals:

1. Understand and apply the diagnostic criteria for substance use disorders
2. Understand and apply current theories of addiction
3. Identify strengths and limitations of each theoretical perspective
4. Apply a theory to case formulation and treatment planning

Required Texts:

1. Mack, A. H., Brady, K. T., Frances, R. J., & Miller, S. I. (Eds.). (2016). *Clinical textbook of addictive disorders* (4th ed.). New York, NY: Guilford Publications.
2. NAADAC and the BIG Initiative. (2013). *The Addiction Professional's Guide to Screening, Brief Intervention and Referral to Treatment (SBIRT)*. Alexandria, VA: NAADAC and The BIG Initiative.

Other Required Readings: In Camino

Recommended Texts:

1. Najavits, L. (2002). *Seeking Safety: A Treatment Manual for PTSD and Substance Abuse*. New, York, NY: Guilford Publications.

Resources:

1. National Institute for Drug Abuse (NIDA) <https://www.drugabuse.gov>
2. National Institute of Alcohol Abuse and Alcoholism (NIAAA) <https://www.niaaa.nih.gov>
3. American Psychological Association, Society of Addiction Psychology
<https://addictionpsychology.org>

Student Evaluation:

1. Class participation (25%)
2. Reflection Papers (25%)
3. Special Topics Infographic (25%)
4. Case Formulation Paper (25%)

Course Requirements:

Class participation - Students are expected to participate by coming to class on time, prepared, and respectfully contributing to class discussions. Participation includes your presence and active engagement in class (this includes listening). Two missed classes will result in a loss of all participation points. Three or more missed classes will result in failure of the course.

Personal Technology. It is allowable to use a laptop, tablet, or other device for taking notes or otherwise participating in class. However, please do not use personal devices for any purpose unrelated to class, as it interferes with your ability to actively participate in class and is a distraction to your fellow students. Students are prohibited from recording course lectures without prior approval from the instructor. Inappropriate use of personal devices may result in grade reductions. It is noteworthy that [research](#) has highlighted the learning benefits of taking notes by hand!

Reflection Papers- You will attend an Alcoholic Anonymous “**Open**” meeting and an Al-Anon Family Meeting and write a paper on each experience. Each paper will include both personal reactions (feelings and awareness about attending the meeting) and professional reflections (how you might use the experience in future work). Papers *must* include a self-reflective component and should not be a recap of what occurred in the meeting. Each paper should be 4-5 pages double-spaced. See Camino for further instructions and format guidance.

Special Topics Infographic – The class will be divided into groups, where groups will select an area of interest related to a substance use disorder. The professor must approve the topic. You will create an infographic that informs the class about the particular topic you have selected. You must include at least 5 references, and include a references page following [APA formatting](#). On the final day of class be prepared to share your infographic with the class. Each group will have 10-15 minutes to present their infographic to the class. There are several use a free web-based products like [Canva](#) or [Piktochart](#) that you may elect to use. Your infographic will be submitted on Camino in pdf format. Groups must print out copies of their infographic for the class. See Camino for further instructions. All infographics will be graded on creativity in presentation, attractiveness, organization, and summary of all key points. Keep in mind that the project should be visually pleasing, and grammatically correct. *You may elect to complete this assignment individually if you prefer but are responsible for completing all components.

Case Formulation Paper – Students will complete a 4-5-page paper based on a provided clinical vignette. The primary purpose of the paper is to demonstrate your ability to create a treatment plan that is clinically relevant and culturally sensitive based on the clinical needs of the individual in the vignette. You will be expected to conceptualize the client’s case using one of the theories covered in the course. Details will be further discussed in class.

Grading:

Late Policy- Papers submitted late will be reduced by the equivalent of one letter grade for each day late. Group presentations cannot be rescheduled.

Grading Policy- Grades are final and will not be changed. You are encouraged and welcome to meet with the professor to discuss ways to improve your grade on future assignments, however past assignments will not be re-graded or available for negotiation.

Course Guidelines:

Respectful Behavior- To create a constructive learning environment students are expected to demonstrate respect for others. Discussions should occur within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. Any personal information shared by students in class should be considered confidential. Failure to act in a respectful manner to your peers or the instructor in class will result in a loss of all participation points.

Academic Integrity- You are expected to uphold our university policy on academic integrity and subscribe to the ideals of academic integrity. Any act of academic dishonesty, such as cheating or plagiarism, will subject a person to University disciplinary action. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism and will result in failure of the course. Please make sure that you appropriately cite your sources.

Individual Difference- If you experience difficulty in this course for any reason, please do not hesitate to consult with me. If you have a disability that may prevent you from fully demonstrating your abilities, please contact me so we can discuss accommodations necessary to ensure your full participation. A wide range of university services are available to support you:

Writing Assistance: HUB helps students understand assignments and aids in all stages of the writing process (www.scu.edu/provost/writingcenter). The department also has a Writing Assistance Program. Contact Andres Laso for more information (alaso@scu.edu)

Counseling Resources: CAPS offers counseling for personal concerns, self-help information, and connections to off-campus mental health resources (www.scu.edu/cowell/caps).

Disability Resources: To request academic accommodations for disability please contact Disability Resources located in Benson, room 216, (408) 554-1111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources to receive accommodations. For more information about disability resources available refer to: www.scu.edu/studentlife/disabilities/.

	Class Schedule	Readings
1	April 4 th	
	Introduction to Substance Abuse Counseling	“The Science of Addiction”
2	April 11 th	
	<ul style="list-style-type: none"> ● Assessment: Cultural Considerations, Risk, SBIRT ● Alcohol 	Mack et al., Ch 3, 5, 17 SBIRT: pp. 8-24, 130-138
3	April 18 th	
	<ul style="list-style-type: none"> ● Co-occurring Disorders ● Brief Interventions and Feedback 	Mack et al., Ch 15 SBIRT: pp. 25-52 Volkow et al., 2016
4	April 25 th	
	<ul style="list-style-type: none"> ● Psychodynamic Therapies ● Sedatives/hypnotics and Benzodiazepines <i>Special Topic Due</i>	Mack et al., Ch 13, 26
5	May 2 nd	
	<ul style="list-style-type: none"> ● Motivational Interviewing & Transtheoretical Model ● Opioids and Chronic Pain 	Mack et al., Ch 7, 20, 30 SBIRT: 53-103 (Motivational Skills 1-8)
6	May 9 th	
	<ul style="list-style-type: none"> ● Behavior Theory & Contingency Management ● Relapse Prevention ● Stimulants <i>Reflection Papers Due (5/10 5pm)</i>	Mack et al., Ch 6, 11, 12 Roll et al., 2006 Prendergrast et al., 2005
7	May 16 th	
	<ul style="list-style-type: none"> ● Cognitive Theory ● Seeking Safety ● Hallucinogens 	Mack et al., Ch 9, 27 Najavits, 2002 Rawson et al., 2002
8	May 23 rd	
	<ul style="list-style-type: none"> ● Family Therapy ● Cannabis & Polysubstance Use <i>Final Case Vignette distributed</i>	Mack et al., Ch 8, 14, 29
9	May 30 th	
	<ul style="list-style-type: none"> ● Group Therapy ● Alternative Approaches <i>AA Panel (5:30-7:30)</i>	Mack et al., Ch 28 SBIRT: pp. 121-128, 154-155, 161 Donovan & Wells, 2007
10	June 6 th	
	<ul style="list-style-type: none"> ● Special Populations <i>Group Presentations</i> <i>Case Formulation Paper (6/7 9pm)</i>	

This syllabus is a working document provided for informational purposes only. Changes may be necessary due to factors such as class needs, student feedback, unexpected occurrences, and so forth.