



Master of Applied Psychology (MAP)
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Fall 2021

Addiction & Evidence Based Prevention/Intervention Techniques
COURSE NUMBER: 18:844:524:01
23517
Credits: 3
Level: Graduate
Tuesday – 6:15 – 8:45 pm
NH-D340

Instructor: Angelo M. DiBello, PhD

Office: Smithers Hall, Rm 213

E-mail: Angelo.DiBello@Rutgers.edu

Office Hours: By appointment

The instructor will make every reasonable effort to meet with students whenever necessary.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

MAP Statement: The program embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice and cultural diversity. This course of study provides students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

The MAP degree will prepare students with the requisite theoretical knowledge; critical thinking and problem solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate programs (see examples of concentration areas listed below). In addition to completing the required coursework (36 credits), completion of the MAP degree will be marked by a culminating academic experience—Capstone project (either a research project/presentation (3 credits) and experiential learning activity (6-credit practicum training). In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

Course Description: This is a master's level course designed to introduce students to substance use and its societal impact as well as research and treatment designed to address these issues in both larger populations (college/community level) and individual clinical settings. The course uses a combination of lecture, discussion, peer reviewed journal reading and critique, and the learning/application of clinical skills. Emphasis will be placed on epidemiology of drugs use, substance use disorders, etiology of substance use disorders, and intervention/prevention efforts.

Readings and discussions will draw from a range of perspectives (research, professional practice, media). Students are expected to gain knowledge about research findings and best practices. However, assignments will emphasize application of that knowledge to inform critical thinking and evaluation of new information (e.g., case studies, research articles, media coverage, etc), rather than regurgitation of facts.

Course Overview: This course provides an overview of Addiction and Treatment across a breadth of disciplines and perspectives that will allow students to critically evaluate information about Addiction, Prevention, and Intervention they encounter in other contexts.

Objectives for the course:

1. Knowledge base in psychology: Demonstrate ability to apply case formulation and treatment planning to addictive populations drawing upon different psychological disciplines.

2. Scientific inquiry and critical thinking: Demonstrate ability to apply research knowledge base and clinical research findings to case formulation and treatment planning to addictive populations.

3. Ethical and social responsibility in a diverse world: Demonstrate ability to apply professional ethical principles as well as understand issues of diversity germane to substance use and the treatment of substance for addictive populations.

4. Communication: Demonstrate ability to produce clear, concise professional reports and other documentation specific to addictive populations.

5. Professional development: Demonstrate ability to apply motivational interviewing and cognitive-behavioral approaches to effective treatment with addictive populations.

Assignments and Evaluation Method:

Grading

Grades will be based on performance on the following (1) Abstinence or Acquisition Project and Journal, (2) Paper (Covid-19 alternative), (3) Group Presentations, and (4) Discussion Leading

(1) ABSTINENCE OR ACQUISITION PROJECT AND JOURNAL

Students are asked to abstain from a mood altering chemical / substance / food / activity for roughly 60 days. The substance will be of their choosing, and can include alcohol, other drugs, nicotine, caffeine, sugar, or other similar substances. An activity can include gambling, spending money, watching television, spending time on the computer, swearing, etc. The purpose of the abstinence is to assist students in understanding what chemically dependent people face in treatment and recovery in this culture. Students will also hopefully begin to assess the role chemicals play in their life. They are to choose something that will be a true challenge for them, as this will help them learn much more than if they chose something easy to change about their life.

Students are to keep a journal describing and reflecting upon their abstinence, with at least 1 entry per week describing experiences, thoughts, feelings, successes and struggles. Each day's entry should be one to two pages double spaced page, making a maximum of 2 pages per week.

Students are to inform your instructor at the outset what they will be abstaining from, and are to tell at least 2 significant persons in their life that they will be abstaining from that substance as well. They are to develop a plan for dealing with the difficulties of abstinence, including the possibility of relapse.

In their journal, they will describe themselves and their environment in terms of such areas as the following:

- Your reasons for choosing this substance or behavior to abstain from or acquire
- Who you told about this experiment and who you look to for support
- Your daily experiences and feelings
- Your physical state (health, energy, sleep, nutrition)
- Your psychological state (motivation, emotions, coping skills, self-esteem, thoughts, insights, confidence, self-efficacy, emotional management)
- Your social life (social support, undermining, changes, friends, family,

- Classmates, insights about others, reactions by others)
- Your spiritual state (choices, honesty, belief systems, ethics, practices, honesty, personal value system)
 - Your environment (media, advertising, social mores)
 - What you are learning about yourself
 - What you are learning about your environment
 - What you are learning about addiction
 - What you are learning about behavior and attitude change

Finally, write a 3 page double spaced conclusion about how this experience will assist students in understanding or working with chemically dependent people. Be specific. Students will not be graded on their success or failure in abstaining, but on their growth in understanding the dynamics involved in dealing with addictions. However, it is important to make their best effort to abstain for the full 2 months.

(2) COVID ALTERNATIVE

- **Students can watch episode 4 of the pharmacist on netflix**
- **Students can watch requiem for a dream**
- **Students can watch rocketman**
- **Students can watch a star is born**

The discussion paper is to be a compilation of student notes following watching the film or show combined with their learning from the assigned readings and class discussions. They will begin with a short description: What they watched, brief description of the film, description of one of the drug users in the film. The remainder of the paper should focus on:

- **Students personal reactions.** What did they observe / learn about themselves by watching? What emotions were experienced?
- **Implications for students professional practice.** how would they handle the drug issues depicted in the film? how would you go about preparing for interaction with that person based on what has been covered in the course?
- Based on the different research articles we have read throughout the semester, **identify one treatment approach you think would work** (and defend why) as well as **one treatment approach you do not think would work** (and defend why).

(3) GROUP PRESENTATIONS

Groups will make a 20 minute presentation that focuses on a substance abuse treatment (in general or focused on a specific drug) as experienced by a particular population (i.e.: youth, the elderly, mentally ill, a racial/ethnic group, gender, sexual orientation, etc.). The presentation will be guided by the following outline:

1. epidemiology of the problem within that group
2. physiological correlates and consequences
3. psychological correlates and consequences
4. social correlates and consequences
5. special assessment considerations
6. interventions shown to be most promising or effective
7. other special considerations (e.g.: policy issues)

An outline and abstract, both (one page) with accompanying references, will be submitted to class members the day of the presentation.

(4) DISCUSSION LEADER

We will have 2 readings each week during reading weeks with 1-3 discussion leader(s) assigned to each reading. Thus, we will have 2-5 discussion leaders each week. We will spend an average of 50 minutes focused on each reading. Each student will be a Discussion Leader 1 time over the course of the semester. You will be responsible for providing an outline and discussion questions for the readings for which you are leading the discussion. The structure of the outline is up to you and can be based on whatever you think will be most helpful in facilitating discussion. It might consist of a brief bulleted summary of content followed by several discussion issues or a more detailed narrative of points and issues to discuss

You can prepare enough discussion points/questions to sustain the discussion smoothly for the entire hour. But you will also want to be flexible in encouraging others to raise points that they would like to introduce into the discussion. You will know that you are doing a good job leading the discussion if you are not doing most of the talking, but merely facilitating discussion and contributing on a relatively equal basis for any given point. It is also your responsibility to steer the discussion if it gets too far off track.

Grades will be based on your preparation (i.e., outline/discussion points) and facilitation of discussion.

Grades and Grading Policy:

Grade Description	Numerical Equivalent	INC	Incomplete
A Outstanding	90-100 (4.0)	S	Satisfactory
B+ Intermediate Grade	87-89 (3.5)	U	Unsatisfactory
B Good	80-86 (3.0)	PA	Pass
C Average	70-79 (2.0)*	NC	No credit given
F Failure	69 or below (0.0)		*Grades of C do not count toward graduation

Source	Possible Points	My Points
Abstinence Journal (10 points each)	80	
Abstinence Project Paper	100	
Movie Paper	100	
Discussion Leader (Outline & Discussion)	100	
Group Presentations	100	
Total # of Points	480	

Program requirement: All MAP students must achieve a grade of B or better and maintain a GPA of 3.0, or academic remediation will be enforced.

Required texts: None.

Supplemental Readings: See class schedule for supplemental readings for each week. All readings will be provided in Canvas.

Important Dates:

Withdrawal dates from the Rutgers site:

Last Day to DROP a class WITHOUT a W grade – September 8, 2021

Last day to WITHDRAW from a class, or all classes, with a W grade – November 8, 2021

Other policies:

Class Attendance and Remediation

If students anticipate that they may be late for class, have to leave class early, or be absent from class, it should be communicated in writing (via e-mail) at their earliest convenience. Acceptable excuses include observing religious and recognized cultural holidays that fall on the day of class, attending conferences, or unforeseen emergencies. Four missed classes for any reasons will trigger a remedial plan. If the remedial plan is subsequently not met as drawn up between the instructor and the student, a passing grade (B or above) will not be given.

Computer/Cell Phone Use in Class

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

Academic Integrity

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

APA Citation Style

All papers MUST be written using the APA style (6 ed.).

Student Resources:

For more information visit: <https://gsapp.rutgers.edu/current-students/important-links>

Accommodations due to Disability.

If you seek accommodations due to a documented disability, you may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu or you can visit: <https://ods.rutgers.edu/students/documentation-guidelines>.

Title IX.

Title IX is a federal law that prohibits sex discrimination in education. All faculty are “Responsible Employees,” which means they are required to report all potential incidents of sex misconduct to a Title IX Coordinator. For more information: <http://compliance.rutgers.edu/title-ix/about-title-ix/>

Counseling services.

Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: <http://psychologicalservices.rutgers.edu>. They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

Class Schedule:

- *Dates are tentative and will be adjusted according to the semester calendar.*
- *Readings for a given week will be discussed in class that week, therefore students should plan to read them prior to coming to class. Due to the dynamic nature of research, course readings may be added/dropped throughout the course but no later than the class prior to reading is assigned. Please download readings for Canvas weekly to ensure you are accessing the most updated readings.*
- *Assignments listed for a given week are due in class that week (or as noted).*

Week	Lecture Topics	Assignment Due
1 – 9/7	Introduction to course and overview of drug use	
2 – 9/14	How drugs work	
3 – 9/21	Alcohol	Journal 1
4 – 9/28	Tobacco	Journal 2
5 – 10/5	Marijuana	Journal 3
6 – 10/12	Opioids	Journal 4
7 – 10/19	Comorbid Drugs	Journal 5
8 – 10/26	Motives and Expectancies	Journal 6
9 – 11/2	Preventing substance use	Journal 7
10 – 11/9	Treating substance use	Journal 8
11 – 11/16	Motivational Interviewing	Change project paper
12 – 11/23	Emergent TX	
13 – 11/30	Relationships	
14 – 12/7	Group Presentations	Movie paper

Readings:

- **OVERVIEW OF DRUG USE (WEEK 1):**

- DiBello Slides

- **HOW DRUGS WORK (WEEK 2):**

- DiBello Slides

PEER REVIEWED:

(will be posted on course portal)

- **ALCOHOL (WEEK 3):**

1. Cavicchioli, M., Vassena, G., Ramella, P., Simone, G., Movalli, M., & Maffei, C. (2020). Group relationships during a dialectical behavior therapy skills training program for the treatment of alcohol and concurrent substance use disorders: Evidence and theoretical considerations. *Group Dynamics: Theory, Research, and Practice*.
2. Patterson, T., Macleod, E., Hobbs, L., Egan, R., Cameron, C., & Gross, J. (2019). Measuring both primary and secondary outcomes when evaluating treatment effectiveness in alcohol and drug treatment programmes. *Clinical Psychologist*, 23(2), 152-164.

- **TOBACCO (WEEK 4)**

1. Lee, J., Cheong, J., Markham, M. J., Lam, J., Warren, G. W., & Salloum, R. G. (2021). Negative affect and the utilization of tobacco treatment among adult smokers with cancer. *Psycho-Oncology*, 30(1), 93-102.
2. Siegel, S. D., Laurenceau, J. P., Hill, N., Bauer, A. M., Flitter, A., Ziedonis, D., ... & Schnoll, R. A. (2021). Assessing barriers to providing tobacco use disorder treatment in community mental health settings with a revised version of the Smoking Knowledge, Attitudes, and Practices (S-KAP) instrument. *Addictive Behaviors*, 114, 106735.

- **MARIJUANA (WEEK 5)**

1. Stein, M. D., Caviness, C. M., Morse, E. F., Grimone, K. R., Audet, D., Herman, D. S., ... & Anderson, B. J. (2018). A developmental-based motivational intervention to reduce alcohol and marijuana use among non-treatment-seeking young adults: a randomized controlled trial. *Addiction*, 113(3), 440-453.
2. Choi, N. G., & DiNitto, D. M. (2019). Older marijuana users in substance abuse treatment: Treatment settings for marijuana-only versus polysubstance use admissions. *Journal of substance abuse treatment*, 105, 28-36.

- **OPIOIDS (WEEK 6)**

1. Winhusen, T., Wilder, C., Lyons, M. S., Theobald, J., Kropp, F., & Lewis, D. (2020). Evaluation of a personally-tailored opioid overdose prevention education and naloxone distribution intervention to promote harm reduction and treatment readiness in individuals actively using illicit opioids. *Drug and alcohol dependence*, 216, 108265.
2. Toegel, F., Novak, M. D., Rodewald, A. M., Leoutsakos, J. M., Silverman, K., & Holtyn, A. F. (2021). Technology-assisted opioid education for out-of-treatment adults with opioid use disorder. *Psychology of Addictive Behaviors*.

- **COMORBID DRUG USE (WEEK 7)**

1. Kay-Lambkin, F. J., Baker, A. L., Kelly, B. J., & Lewin, T. J. (2012). It's worth a try: The treatment experiences of rural and urban participants in a randomized controlled trial of

DiBello; Addiction & Evidence Based Prevention/Intervention Techniques; August 3, 2021

computerized psychological treatment for comorbid depression and alcohol/other drug use. *Journal of dual diagnosis*, 8(4), 262-276.

2. Bricker, J. B., Russo, J., Stein, M. B., Sherbourne, C., Craske, M., Schraufnagel, T. J., & Roy-Byrne, P. (2007). Does occasional cannabis use impact anxiety and depression treatment outcomes?: Results from a randomized effectiveness trial. *Depression and Anxiety*, 24(6), 392-398.

■ **MOTIVES AND EXPECTANCIES (WEEK 8):**

1. Hawn, S. E., Bountress, K. E., Sheerin, C. M., Dick, D. M., & Amstadter, A. B. (2020). Trauma-related drinking to cope: A novel approach to the self-medication model. *Psychology of addictive behaviors*, 34(3), 465.
2. Cooper, M. L., Frone, M. R., Russell, M., & Mudar, P. (1995). Drinking to regulate positive and negative emotions: a motivational model of alcohol use. *Journal of personality and social psychology*, 69(5), 990.

■ **PREVENTING SUBSTANCE USE (WEEK 9):**

1. Buckner, J. D., Neighbors, C., Walukevich-Dienst, K., & Young, C. M. (2019). Online personalized normative feedback intervention to reduce event-specific drinking during Mardi Gras. *Experimental and clinical psychopharmacology*, 27(5), 466.
2. Spoth, R., Trudeau, L., Shin, C., Randall, G. K., & Mason, W. A. (2019). Testing a model of universal prevention effects on adolescent relationships and marijuana use as pathways to young adult outcomes. *Journal of youth and adolescence*, 48(3), 444-458.

■ **TREATING SUBSTANCE USE (WEEK 10):**

1. Roos, C. R., Carroll, K. M., Nich, C., Frankforter, T., & Kiluk, B. D. (2020). Short-and long-term changes in substance-related coping as mediators of in-person and computerized CBT for alcohol and drug use disorders. *Drug and Alcohol Dependence*, 212, 108044.
2. Rodriguez, L. M., Neighbors, C., Walker, D., & Walton, T. (2020). Mechanisms and moderators of intervention efficacy for soldiers with untreated alcohol use disorder. *Journal of consulting and clinical psychology*, 88(2), 137.

■ **MOTIVATIONAL INTERVIEWING (WEEK 11):**

1. Santa Ana, E. J., LaRowe, S. D., Gebregziabher, M., Morgan-Lopez, A. A., Lamb, K., Beavis, K. A., ... & Martino, S. (2021). Randomized controlled trial of group motivational interviewing for veterans with substance use disorders. *Drug and Alcohol Dependence*, 223, 108716.
2. DeVargas, E. C., & Stormshak, E. A. (2020). Motivational interviewing skills as predictors of change in emerging adult risk behavior. *Professional Psychology: Research and Practice*, 51(1), 16.

■ **EMERGENT TX APPROACHES (WEEK 12):**

1. Danforth, A. L., Grob, C. S., Struble, C., Feduccia, A. A., Walker, N., Jerome, L., ... & Emerson, A. (2018). Reduction in social anxiety after MDMA-assisted psychotherapy with autistic adults: a randomized, double-blind, placebo-controlled pilot study. *Psychopharmacology*, 235(11), 3137-3148.
2. Gruber, S. A., Smith, R. T., Dahlgren, M. K., Lambros, A. M., & Sagar, K. A. (2021). No pain, all gain? Interim analyses from a longitudinal, observational study examining the impact of medical cannabis treatment on chronic pain and related symptoms. *Experimental and clinical psychopharmacology*.

■ **RELATIONSHIPS (WEEK 13):**

1. O'Farrell, T. J., Schumm, J. A., Murphy, M. M., & Muchowski, P. M. (2017). A randomized clinical trial of behavioral couples therapy versus individually-based treatment for drug-abusing women. *Journal of consulting and clinical psychology, 85*(4), 309.
2. Kelley, M. L., Bravo, A. J., Braitman, A. L., Lawless, A. K., & Lawrence, H. R. (2016). Behavioral couples treatment for substance use disorder: Secondary effects on the reduction of risk for child abuse. *Journal of substance abuse treatment, 62*, 10-19.