Chaminade University - Honolulu
PSY 711 Substance Use Disorder, Addictions Counseling, and Psychopharmacology
Winter Masters: January 8, 2024 to March 18, 2024

Instructor:	Sheena Galutira, LMHC, NCC	**Time:**	ONLINE
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	By Appointment Only		

Texts:

Treatment Strategies for Substance and Process Addictions by Robert L. Smith ISBN-13: 978-1556203534

Basic Psychopharmacology for Mental Health Professionals by Richard Sinacola, Timothy Peters-Strickland, et al. ISBN-13: 978-0134893648

Learning Material and Resources:

Ayer, L., Ramchand, R., Karimi, G., & Wong, E. C. (2022). Co-occurring alcohol and mental health problems in the military: Prevalence, disparities, and service utilization. Psychology of Addictive Behaviors, 36(4), 419–427. https://doi-org.ezproxy.chaminade.edu/10.1037/adb0000804

Biegel, D. E., Kola, L. A., & Ronis, R. R. (2007). Supporting the implementation of evidence-based practices for adults with co-occurring mental and substance use disorders. International Journal of Behavioral Consultation and Therapy, 3(1), 1–12. https://doi-org.ezproxy.chaminade.edu/10.1037/h0100179

Drake, R. E., Mueser, K. T., Brunette, M. F., & McHugo, G. J. (2004). A Review of Treatments for People with Severe Mental Illnesses and Co-Occurring Substance Use Disorders. Psychiatric Rehabilitation Journal, 27(4), 360–374. https://doi-org.ezproxy.chaminade.edu/10.2975/27.2004.360.374

Kim, R. J., & Jackson, D. S. (2009). Outcome evaluation findings of a Hawaiian culture-based adolescent substance abuse treatment program. Psychological Services, 6(1), 43–55. https://doi-org.ezproxy.chaminade.edu/10.1037/a0014750

Kirkner, A., Relyea, M., & Ullman, S. E. (2018). PTSD and problem drinking in relation to seeking mental health and substance use treatment among sexual assault survivors. Traumatology, 24(1), 1–7. https://doi-org.ezproxy.chaminade.edu/10.1037/trm0000126

Ogloff, J. R. P., Talevski, D., Lemphers, A., Wood, M., & Simmons, M. (2015). Co-occurring mental illness, substance use disorders, and antisocial personality disorder among clients of forensic mental health services. Psychiatric Rehabilitation Journal, 38(1), 16–23. https://doi-org.ezproxy.chaminade.edu/10.1037/prj0000088

Ruiz, M. A., Douglas, K. S., Edens, J. F., Nikolova, N. L., & Lilienfeld, S. O. (2012). Co-occurring mental health and substance use problems in offenders: Implications for risk assessment. Psychological Assessment, 24(1), 77–87. https://doi-org.ezproxy.chaminade.edu/10.1037/a0024623

It is imperative that students keep <u>all syllabi from all courses</u> taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school applications, etc.

Instructor Availability

Questions for this course can be emailed to the instructor at sheena.galutira@chaminade.edu. Online, in-

person, and phone conferences can be arranged. Response time will be within 1-3 days during business hours on the weekdays.

Catalog Course Description
This course is designed to deepen the student's understanding of substance use disorders as defined in the Diagnostic and Statistical Manual 5th Edition (DSM-V), focusing on assessment, best practice counseling approaches, and the 12 Core Functions of the Alcohol and Other Drug Abuse Counselor. The course emphasizes the goals, strategies and skills needed to be an effective mental health professional working with addictions and substance use disorders.

Articulation of Characteristics and Values
PSY 711 Substance Use Disorder, Addictions Counseling, and Psychopharmacology is guided by the Marianist educational value of Educate for Adaptation to Change. Through this course students apply counseling theories and modalities to individuals. Each individual is different and students gains knowledge in understanding peer behavior. Marianist universities readily adapt and change their methods. The following characteristics are demonstrated in the course:

- Flexible thinking
- Being respectful of differences
- Critical thinking
- Open-mindedness

Through the individual counseling process, the attributes above will be demonstrated.

MSCP Core Program Learning Outcomes (PLOs)
1. Identify counseling theories, principles, concepts, techniques and, facts in mental health counseling.
2. Facilitate the counseling process with clients.
3. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes
Upon completion of the course students will:
1. Synthesize various approaches to the problem of substance use disorder and addictions to integrate, identify, and apply the appropriate application of Evidenced-Based Practice of counseling theories, modalities, and techniques. (PLO 1, 2)
2. Evaluate theories, models, and key issues of individual, family systems, behavioral patterns, and socio-cultural perspectives and how they interact and influence substance use disorder and addictions diagnosis, treatment, support, and recovery process. (PLO 1, 3)
3. Apply assessment and intake interview processes including the use and interpretation of a variety of instruments, and how to write progress notes and treatment plans (PLO 1, 2)
4. Analyze the legal and ethical issues relative to inpatient and outpatient substance use and addictions counseling, treatment, and interventions. (PLO 1)
5. Evaluate the scientific method and theory used in research, and indicate how these methodologies apply to substance use disorder and addictions (PLO 1)
6. Formulate communication about substance use disorders utilizing a variety of media formats. (PLO 2)
7. Examine neurobiological and psychopharmacological foundations of substance use disorder and addictions. (PLO 1, 3)
8. Apply the integrative model of stress management, evolutionary psychology, life span development, and neuroscience to intervention strategies. (PLO 2, 3)

ACA Ethical guidelines for Self-Care and Self-Monitoring
Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi.   These guidelines also apply to all faculty and staff teaching in the MSCP program.

ACA 2014 Code of Ethics
Section C: Professional Responsibility
Introduction
… counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment
Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.
https://www.counseling.org/Resources/aca-code-of-ethics.pdf

Students With Disabilities
In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008), Chaminade University of Honolulu offers accommodations for individuals with disabilities. Effective August 1, 2020, Kōkua ʻIke:Center for Student Learning (Kōkua ʻIke), a unit within the Office of Advising and Career Development, provides academic and other accommodations for students with disabilities.

If one qualifies for ADA accommodations, the student will sign an ADA agreement. Each semester, the student will contact the ADA Coordinator to identify which instructors are to be notified.

Faculty will be sent a letter via email to inform them of the accommodations a student is to receive. However, the nature of a disability is confidential.

Once the appropriate documentation is received by the ADA Coordinator, please allow two to three weeks to process your paperwork. Processing time may vary pending the volume of requests received, and is compounded by the current challenges related to the mandatory stay-at-home order in Hawaii.

ADA Accommodation Contact Information:
- Email: ada@chaminade.edu
- Phone: 808-739-8305

Title IX
Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. Should you want to report to a confidential source you may contact the following:

Personal Counseling Center: 808-735-4845

Chaminade Counseling Center:

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit:
https://chaminade.edu/student-life/counseling-center/counseling-services/

- Email: counselingcenter@chaminade.edu

- Phone: 808-735-4845.

Kokua Ike: Tutoring & Learning Services

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at https://chaminade.edu/student-success/kokua-ike/

- Email: tutoring@chaminade.edu

- Phone: 808-739-8305

Credit Hour Policy:

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend 30 hours online/in-person on the learning management system and/or in class, 6 hours in writing response papers, 5 hours studying for the midterm exam, 3 hours writing and revising the reflection papers, and 5 hours studying for the final exam. There will be an additional 86 hours of work required of work beyond what is listed here (course readings, homework assignments, etc.) This additional work will average about 9 hours per week.

Note: There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster, others will work slower. Faculty may estimate the difficulty of tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by Data provided by the Rice University Center for Teaching Excellence.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools - tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective,

behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

The above quotes were taken directly from: Research Design And Counseling Heppner,

Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

The above quotes were taken directly from: Research Method In Social Relations

Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

The above quotes were taken directly from: Methods In Behavioral Research Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

The above quotes were taken directly from: http://allpsych.com/researchmethods/replication.html

Marianist Educational Values
Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith
Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor, coupled with respectful humility, provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education
In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing
their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory, practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities,

two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse

cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton*

Each of these characteristics is integrated, to varying degrees, in this course.

Attendance

If you miss more than one class, regardless of reason, you will be given a "C" and you must retake the class. (This is graduate programs policy.)

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Class structure

Substance use disorder counseling will be taught from the perspective of the treatment provider, therapist, intake assessor, case manager, alternative treatment modalities using lecture, projects, reading material and dyad experiences.

Students will learn how to develop a treatment plan based on the individual client's needs and how to assess and collect information necessary for the treatment of substance use disorder. Students will develop therapy skills through practice of progress note documentation, assessments, and research.

Hardware Requirements: A video and audio enabled device (laptop, desktop, camera phone) is required. Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access video from some external websites or files posted within this course.

Software Requirements: You will need to have some ability play videos or audio (RealPlayer, Windows Media Player, Quicktime, etc.). You will also need to be able to read .pdf files (via Acrobat Reader or similar). These can be downloaded without additional costs.

Grading Scale

Final grades will be determined based on the following:

Assignment	Points
Discussion Post	60 (6 @ 10pts each)
Participation	30 (6 @ 5pts each)
Quizzes	30 (3 @ 10pts each)
Case Study Project	100
Community Resource Page	100
Research Paper	100
Total Points =	420

A = 90-100%
B = 80-89%
C = 50-79%
F = 0-49%

All assignments are due on the date and time specified on the syllabus and/or Canvas. Late submissions will have a 10% deduction from the earned assignment score each week it is late.

Assessment

Assignments, Presentations, and Papers	Description	Points	Applicable CLO
Discussion Post and Assignments	Students will watch a video, read the textbook, and/or other material and answer questions. Discussions will have two parts, an assignment submission that includes documents and a discussion post that your classmates will see. Answering discussion questions gives students the opportunity to engage with their classmates and gain different perspectives.	60 pts (10 * 5pts discussion post, 5pts discussion assignment docs)	1, 2, 3, 6, 7, 8
Participation	Students will respond to at least one (1) peer's Discussion response in each Discussion posted for the week. Participation (responses to your peers) is very important as it contributes positively to the	30 pts (6 * 5pts each)	1, 2, 3, 6, 7, 8

	overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does not add new information to the discussion. You might want to respond to posts that are different from your ideas. *Following are guidelines for weekly discussion response grades:* *Excellent* = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is ***well written***. Grade of 5 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion. *Above Average* = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 4 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed. *Average* = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 3. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand. *Minimal* = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 2 here indicate that the comments may provide some social presence to a collegial atmosphere. *Unacceptable* = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided.		

| Research Paper | Read three scholarly articles on the treatment of substance use disorder and co-occurring diagnoses. Then, prepare a brief paper in which you compare and contrast the three articles.

Address the following in your paper:
• Identify each article and briefly describe the main contribution(s) to the field of treating substance use disorder (SUD).
• Discuss the findings that each article presents in their research, ideas, or programs.
• Discuss any similarities you see in comparison to each research article.
• Note how each one differed.
• Finally discuss what factor(s) you think (environmental, professional, personal) may have impacted or will impact your views on SUD.

Writing in a concise manner is one aspect of scholarly writing; what is critical in this assignment is that you write clearly, paraphrase correctly, and use citations and references appropriately.

Length: APA format and 4 page minimum not including the title and reference page.

Your paper should demonstrate thoughtful consideration of the ideas and concepts that are presented in the course and provide new thoughts and insights relating directly to this topic. Your response should reflect scholarly writing and current APA standards. Be sure to adhere to Chaminade University's Academic Integrity Policies. | 100 pts | 1, 2, 3, 4, 5, 6, 7, 8 |
| Community Resource Project | For this activity, you will locate resources. The focus is to help those with substance use disorders in recovery and to experience the process of case management. Since this activity requires finding resources for the recovering individual with SUD, it will be necessary for you to present resources that are attainable and primary to the recovering client who has completed treatment. You will create a presentation on what you have researched and include information on the resources available in the community. This is a learning model to emphasize community resources outside of treatment. DO NOT INCLUDE TREATMENT CENTERS OR FACILITIES as part of your resource list. This activity is to emphasize the concept of case management and the importance of referrals for clients needing services outside of treatment. You may present in a video or power point or photos or animation or slide show. Keep your presentations limited to 8 minutes.

You will need to prepare a list of resources with the | 100 pts | 1, 2, 3, 4, 5, 6, 7, 8 |

	following: - Current description of resources in Hawaii (i.e. financial, housing, employment, sober supports etc.) - Contact number and resource address - Specify if resource is for males, females or family - Eligibility requirements for a client to qualify for the resource - Prepare to explain these resources in a brief presentation and get as creative as you need. - Length of resource presentation: 8 minutes		
Case Study Project	Analyze a case study in the Sinacola et al. text. Complete questionnaires to practice administering the AUDIT, CAGE, DAST, ASAM and the ASI. In addition to the information, you are given about the client, you must expand upon the case history to include information about past issues with mental health and any family history of either addiction or mental health concerns. You will need to be creative because your case studies (from the course text) are limited and give a short description of the client therefore, you must expand your awareness of this population by completing research, interviews, readings, videos etc. and bring your research together to as a whole. For this assignment, imagine you are an intake coordinator for an addiction treatment center that offers both inpatient and outpatient addiction treatment options, as well as a multitude of other less intensive services. Overall, the case you choose has presented for evaluation to you, and your task is to give this case study client the assessment materials, use the information you gather from those assessments to determine if they meet the criteria for a substance use disorder, and then present their case to a treatment team to discuss a plan for recommended care. Prepare a narrated PowerPoint presentation for your meeting. In the presentation, be sure to include the following: - Client name and demographic information - History of substance use and or addiction(s), including any prior treatment - History of mental health issues (there must be at least one other mental health issue included in your case) - History of family mental health or addiction history - Summary of the results of assessments - Diagnostic codes from DSM-5 of SUD and at least one other mental health disorder diagnosis	100 pts	1, 2, 3, 4, 5, 6, 7, 8

	- Recommended plan of action for the client (using the ASAM criteria for treatment). 1 slide needs to explain the course of psychopharmacology for the client explaining: whether the client had been prescribed medications and stopped them, whether it has been recommended for the client to see medical professional for medication (physical and or mental conditions) consult, diagnosis(es) and types of medications that may be optimum for treatment as referenced by the text or other journal articles. Remember, the audience for the treatment team will include the medical director, the nursing director, the clinical director, at least two addiction therapists, and a case manager. Incorporate appropriate animations, transitions, and graphics as well as speaker notes for each slide. The speaker notes may be comprised of brief paragraphs or bulleted lists and should cite material appropriately. Add audio (optional) to each slide using the Media section of the Insert tab in the top menu bar for each slide. Support your presentation with at least five scholarly resources. In addition to these specified resources, other appropriate scholarly resources may be included. Length: 12-15 slides (with a separate reference slide) Notes Length: 200-350 words for each slide		

Tentative Course Schedule

Date	Focus & Learning Objectives	Readings	Due
Week 1	• Chapter 1 Addictions an Overview (Smith) • Chapter 2 Alcohol Addiction (Smith) • Chapter 4 History Taking and Assessment Techniques (Sinacola et al.) • Video: Pleasure Unwoven	Smith Ch. 1-2 Sinacola et al. Ch. 4	
Week 2	• Chapter 4 Marijuana Addiction (Smith) • Chapter 5 Methamphetamine Addiction (Smith) • Chapter 1 Why Study Psychopharmacology (Sinacola et al.) • Chapter 2 Basic Neurobiology (Sinacola et al.) • Chapter 3 Psychopharmacology and Pharmacokinetics (Sinacola et al.)	Smith Ch. 4-5 Sinacola et al. Ch. 1-3	Discussion 1
Week 3	• Chapter 6 Prescription Drug Addiction (Smith) • Chapter 5 Treatment of Unipolar Depression (Sinacola et al.) • Chapter 6 Treatment of Bipolar Disorder (Sinacola et al.) • Chapter 7 Treatment of Anxiety Disorders (Sinacola et al.)	Smith Ch. 6 Sinacola et al. Ch 5, 6, 7	Discussion 2 Participation 1
Week 4	• Chapter 7 Pathological Gambling (Smith) • Chapter 12 Treatment of Personality Disorders (Sinacola et al.)	Smith Ch. 7 Sinacola et al. Ch. 12	Discussion 3 Participation 2
Week 5	• Chapter 8 Sexual Addiction	Smith Ch. 8	Discussion 4 Participation 3
Week 6	• Chapter 8 Treatment of Psychotic Disorders (Sinacola et al.)	Sinacola et al. Ch. 8	Discussion 5 Participation 4

Week 7	• Chapter 13 Treatment of Chemical Dependency and Co-Occurring Conditions (Sinacola et al.)	Sinacola et al. Ch. 13	Discussion 6 Participation 5
Week 8	• Chapter 9 Disordered Eating • Chapter 11 Exercise Addiction • Chapter 13 Internet Addiction	Smith Ch. 9, 11, 13	Research Paper Due Participation 6
Week 9	• Community Resource Project		Community Resource Project
Week 10	• Case Study Project		Case Study Project