

E63.2691
DRUG USE, ABUSE AND ADDICTION:
BIOPSYCHOSOCIAL PERSPECTIVES

Professor Perry N. Halkitis, Ph.D., M.S.
3 points (30 hours)

Fall, 2009
DAY, TIME

COURSE DESCRIPTION:

Considers constructs and theories related to legalized and illicit drug use, abuse and addiction across the lifespan. Focuses on biological, psychological, social antecedents of drug use, and on biopsychosocial consequences of drug use and dependence within developmental contexts. Examines specific drug addictions and treatment approaches. Health psychology, counseling psychology, developmental psychology, neuropsychology, medicine, health education, and public health perspectives are considered. Emphasizes the interplay of the knowledge and understandings developed from these perspectives, and applies this knowledge to research and counseling practice.

COURSE OBJECTIVES:

By the conclusion of this course students will:

- Define the history, chemistry, and impact of illicit and legalized drugs of use and abuse
- Understand and consider the interplay between the biological, psychological, and social antecedents and consequences of drug abuse and addiction
- Consider the antecedents and sequelae of alcohol, nicotine, hallucinogen, opiate and “club drug” addictions
- Analyze and apply theories of addiction
- Delineate counseling and other treatment approaches to drug abuse and addiction
- Read, analyze, and evaluate primary literature in the areas of drug abuse and addiction

REQUIRED READINGS:

- Gahlinger, P.M (2001). *Illegal drugs; a complete guide to their history, chemistry, use and abuse*. Sagebrush Press: Las Vegas, NV.
- Halkitis, P.N. (2009). *Methamphetamine: a biopsychosocial perspective*. American Psychological Association Press; Washington, DC.
- Kadden, R. et al. (1995). *Project MATCH: Cognitive-behavioral coping skills therapy manual*. US Government Printing Office: Washington DC.
- Miller, W.R., Zweben, A, DiClemente, C.C., & Rychtarik, R.G. (1999). *Project MATCH: Motivational enhancement therapy manual*. US Government Printing Office: Washington DC.
- Nowinski, J., Baker, S., & Carroll, K. (1999). *Project MATCH: Twelve step facilitation therapy manual*. US Government Printing Office: Washington DC.
- Primary source journal readings (Online; listed by session)

EVALUATION:

Reading Reflections	20 points
Presentation: The Biopsychosocial Antecedents of [Drug]Use,Abuse or Dependence	15 points
Book Review and Analysis of <i>Project Match</i> Treatment Manuals	15 points
Companion Research Chapter to <i>Methamphetamine: a biopsychosocial perspective</i>	40 points
Class Participation	10 points

93-100: A 90-92: A- 88-89: B+ 83-87: B 80-82: B- 78-79: C+ 73-77: C 70-72: C- 65-69: D < 65: F

ADDICTIONS AND ADDICTIONS THEORY

SESSION 1:

Historical, Clinical, and Legal Considerations of Drug Use, Abuse and Dependence

Readings:

- Gahlinger, P.M (2001). *Illegal drugs; a complete guide to their history, chemistry, use and abuse*. Sagebrush Press: Las Vegas, NV. Chapters 1-2, 6.
- Halkitis, P.N. (2009). *Methamphetamine: a biopsychosocial perspective*. American Psychological Association Press; Washington, DC. Preface, Chapters 1, 7

SESSION 2:

Etiology and Course of Drug Use Disorders

- De Bellis, M.D. (2002). Developmental traumatology: a contributory mechanism for alcohol and substance use disorders. *Psychoneuroendocrinology*, 27, 155-170
- Fowler, J. S., Volkow, N. D., Kassed, C. A., & Chang, L. (2007). Imaging the addicted human brain. *Science and Practice Perspectives*, 3(2), 4-16.
- Gahlinger, P.M (2001). *Illegal drugs; a complete guide to their history, chemistry, use and abuse*. Sagebrush Press: Las Vegas, NV. Chapter 4.
- Hawkins, J.D., Catalano, R.F., & Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: implications for substance abuse prevention. *Psychological Bulletin*, 12, 64-105.

Assignment Due: Reading Reflection 1

SESSION3:

Drug Use Disorders and Associated Comorbidities: Psychopathology, Trauma, and HIV

Readings:

- Halkitis, P.N. (2009). *Methamphetamine: a biopsychosocial perspective*. American Psychological Association Press; Washington, DC. Chapter 4
- Halkitis, P.N., Green, K., & Carragher, D. (2006). Methamphetamine use, sexual behavior and HIV seroconversion. *Journal of Gay & Lesbian Psychotherapy*, 10(3/4), 95-109.
- Kilpatrick, D.G., Ruggiero, K.J., Acierno, R., Saunders, B.E., Resnick, H.S., & Best, C.L. (2003). Violence and risk of PTSD, major depression, substance abuse/dependence, and comorbidity: results from the national survey of adolescents. *Journal of Consulting and Clinical Psychology*, 71(4), 692-700.
- Valhov, D. et al. (2002). Increased use of cigarettes, alcohol, and marijuana among Manhattan, New York, residents after the September 11th terrorist attacks. *American Journal of epidemiology*, 155(11), 988-996.

Assignment Due: Reading Reflection 2

DRUGS OF ABUSE:

HISTORY, CHEMISTRY AND BIOPSYCHOSOCIAL CONSEQUENCES & ANTECEDENTS

SESSION 4:

Alcohol and Tobacco (Nicotine): History, Chemistry, Biopsychosocial Consequences

Readings:

- Curtin, J.J., Patrick, C.J., Lang, A.R., Cacioppo, J.T., & Birbaumer, N. (2001). Alcohol effects emotion through cognition. *Psychological Science*, 12(6), 527-531.
- Wei, M., Mitchell, B.D., Haffner, S.M., & Stern, M.P. (1996). Effects of cigarette smoking, diabetes, high cholesterol, and hypertension on all-cause mortality and cardiovascular disease mortality in Mexican Americans. *American Journal of Epidemiology*, 144, 11, 1058-1065.

Assignment Due: Reading Reflection 3

SESSION 5:

Biological, Psychological and Social Antecedents of Alcohol and Tobacco (Nicotine) Use, Abuse and Dependence

Readings:

Milberger, S., Biederman, J., Raraone, S., Chen, L., & Jones, J. (1997). ADHD is associated with early initiation of cigarette smoking in children and adolescents. *Journal of the American Academy of Child & Adolescent Psychiatry*, 36(1), 37-44.

Prescott, C.A. & Kendler, K.S. (1999). Genetic and environmental contributions to alcohol abuse and dependence in a population based-sample of male twins. *American Journal of Psychiatry*, 156(1), 34-40.

Assignment Due: Reading Reflection 4

Assignment Due: Presentation Group 1

SESSION 6:

Heroin and other Opiates: History, Chemistry, Biopsychosocial Consequences

Readings:

Gahlinger, P.M (2001). *Illegal drugs; a complete guide to their history, chemistry, use and abuse*. Sagebrush Press: Las Vegas, NV. "Opiates"

Darke, S. & Ross., J. (2002). Suicide rates among heroin users: rates, risk factors, and methods. *Addiction*, 97, 1183-1194.

Warner-Smith, M. Darke, S, Lynskey, M., & Hall, W. (2001). Heroin overdose: causes and consequences. *Addiction*, 96, 1113-1125.

Assignment Due: Reading Reflection 5

SESSION 7:

Biological, Psychological and Social Antecedents of Heroin and other Opiate Use, Abuse and Dependence

Readings:

Darke, S., Kaye, S, & Finlay-Jones, R. (1998). Antisocial personality disorder, psychopathy, and injecting heroin use. *Drug and Alcohol Dependence*, 52, 63-69.

Day, C., Tpp, L., Rouen, D., Darke, S., Hall, W., & Dolan, K. (2003). Decreased heroin availability in Sydney in early 2001. *Addiction*, 98, 93-95.

Assignment Due: Reading Reflection 6

Assignment Due: Presentation Group 2

SESSION 8: Cocaine, Amphetamines, Methamphetamine, and MDMA: History, Chemistry, Biopsychosocial Consequences

Readings:

Gahlinger, P.M (2001). *Illegal drugs; a complete guide to their history, chemistry, use and abuse*. Sagebrush Press: Las Vegas, NV. "Ampetamines, " Cocaine, " "GHB," "MDMA."

Freese, T.E., Miotto, K., & Reback, C.J. (2002). The effects and consequences of selected club drugs. *Journal of Substance Abuse Treatment*, 23, 151-156.

Halkitis, P.N. (2009). *Methamphetamine: a biopsychosocial perspective*. American Psychological Association Press; Washington, DC. Chapters 2-3.

Assignment Due: Reading Reflection 7

SESSION 9:

Biological, Psychological and Social Antecedents of Cocaine, Amphetamines, Methamphetamine and MDMA, Abuse and Dependence

Readings:

- Halkitis, P.N. (2009). *Methamphetamine: a biopsychosocial perspective*. American Psychological Association Press; Washington, DC. Preface, Chapter
- Halkitis, P.N., Fischgrund, B.N., & Parsons, J.T. (2005). Explanations for methamphetamine use among gay and bisexual men in New York City. *Substance Use & Misuse, 40*, 1-15.
- Simon, S.L. et al. (2002). A comparison of patterns of methamphetamine and cocaine use. *Journal of Addictive Diseases, 21*(1), 35-44.
- Simons, J.S., Gaher, R.M., Correia, C.J. & Bush, J.A., Club drug use among college students. *Addictive Behaviors, 20*, 1619-1624

Assignment Due: Reading Reflection 8

Assignment Due: Presentation Group 3

SESSION 10:

Marijuana, (Cannabis), LSD and other Hallucinogens: History, Chemistry, Biopsychosocial Consequences

Readings:

- Gahlinger, P.M (2001). *Illegal drugs; a complete guide to their history, chemistry, use and abuse*. Sagebrush Press: Las Vegas, NV. "LSD," "Marijuana"
- Rickert, V.L., Siqueira, L.M., Dale, T., & Wiemann, C.M. (2003). Prevalence and risk factors of LSD use among young women, *Journal of Pediatric and Adolescent Gynecology, 16*-67-75.
- Pope, H. G., Gruber, A., Hudson, J.I., Huestis, M.A., Yurgelun-Todd, D. (2001). Neuropsychological performance in long term cannabis users. *Archives of General Psychiatry, 58*, 909-915.

Assignment Due: Reading Reflection 9

SESSION 11:

Biological, Psychological and Social Antecedents of Marijuana, (Cannabis), LSD and other Hallucinogen Use, Abuse and Dependence

- Boys, A., Marsden, J., & Strang, J.(2001) Understanding reasons for drug use among young people: a functional perspective. *Health Education Research, 16*(4), 457-469.
- Ennett, S.T., Flewelling, R.L., Lindrooth, R.C., & Norton, E.C. (1997)/ School and neighborhood characteristics associated with school rates of alcohol, cigarette, and marijuana use. *Journal of Health and Social Behavior, 38*, 55-71.

Assignment Due: Reading Reflection 10

Assignment Due: Presentation Group 4

THE TREATMENT OF DRUG ABUSE AND DEPENDENCE

SESSION 12:

12-Step and 12-Step Facilitation

Readings:

- Halkitis, P.N. (2009). *Methamphetamine: a biopsychosocial perspective*. American Psychological Association Press; Washington, DC. Chapters 6, 8-9
- Kellog, S.H. On "Gradualism" and the building of the harm-reduction abstinence continuum. *Journal of Substance Abuse Treatment, 25*, 241-247..
- Nowinski, J., Baker, S., & Carroll, K. (1999). *Project MATCH: Twelve step facilitation therapy manual*. US Government Printing Office: Washington DC.

SESSION 13:

Cognitive Behavioral Therapy

Readings:

- Halkitis, P.N. (2009). *Methamphetamine: a biopsychosocial perspective*. American Psychological Association Press; Washington, DC. Chapters 6, 8-9
- Kadden, R. et al. (1995). *Project MATCH: Cognitive-behavioral coping skills therapy manual*. US Government Printing Office: Washington DC.
- Martinelli-Casey, P., Dormier, C.P., & Rawson, R.A. (2002). The gap between research and practice in substance abuse treatment. *Psychiatric Services, 53*(8), 984-987.

SESSION 14:

Motivational Interviewing and Motivation Enhancement Therapy

Readings:

- Flaherty, M. T., & Langer D. for the Institute for Research, Education and Training in Addictions, Pittsburgh, PA (2006, Fall/Winter). A model to improve resiliency, wellness, and recovery from addiction. *The Addictions Newsletter, 13*, 3, pp. 12-14.
- Halkitis, P.N. (2009). *Methamphetamine: a biopsychosocial perspective*. American Psychological Association Press; Washington, DC. Chapters 6, 8-9
- Miller, W.R., Zweben, A, DiClemente, C.C., & Rychtarik, R.G. (1999). *Project MATCH: Motivational enhancement therapy manual*. US Government Printing Office: Washington DC.

SESSION 15:

Pharmacotherapies and Vaccines

Assignment Due: Book Review and Analysis of *Project Match* Treatment Manuals

Final Assignment Due One Week after Last Class: Companion Research Chapter to *Methamphetamine: a Biopsychosocial Perspective*.

ASSIGNMENTS

Readings & Reflections

After each class, you are to complete the assigned readings, which relate to the topics of the day, and write a reflection paper. Your reflection should be between 500 and 600 words. This assignment should be a chance to think deeply and scientifically about some of these issues, perhaps for the first time. The reflections should include (a) your reaction to the readings and (b) how the subject matter of the articles speaks to your domain of study—psychology, education, public health, public policy, nursing etc. Please be specific in your reflection by referencing elements of the articles you have read. There are 10 reflections, and each assignment is worth 2 points, for a total of 20 points. Assignments must be turned in at the beginning of class. There is a 1-point deduction for each day late.

Presentation: The Biopsychosocial Antecedents of [Drug] Use, Abuse or Dependence

For this assignment you will be assigned one of the drugs, we have discussed. You are to identify a scientific study that examines the biological, psychological, and/or social reasons that individuals use this drug. This empirical study must examine intrapersonal, interpersonal, contextual, cultural factors. Then you are to fashion a 20-minute presentation which (1) describes the purpose of the study; (2) delineates the methods used in the study; (3) reports on the results of the study; (4) considers the psychosocial implication of the study—how does the study inform you work with an individual who is using or thinking about using this drug. This presentation must be designed using *Powerpoint* or other presentation software. The assignment will be staggered over four dates: SESSIONS 5, 7, 9, 11. You will be assigned your drug and your due date during our first class session. You will email your presentation to me (pnh1@nyu.edu) by noon on the day of your presentation, and provide hard copy of the presentation prior to beginning your talk. The assignment is worth 15 points and late assignments cannot be accepted.

Book Review and Analysis of *Project Match Treatment Manuals*

After you have read the Project MATCH treatment manuals, you are to write word critique of no more than 100 words of the treatment approaches. Your review should (1) briefly describe each approach with an emphasis on similarities and differences in the approaches; (2) differentiate the strengths and weakness of each of the treatment modalities; and (3) assess the applicability of each program in either a research or clinical setting, and across different developmental levels. Finally, using the drug, which you studied for your presentation assignment, identify the treatment approach that you think would best be suited for addressing that particular drug addiction. Provide commentary as to why you have and your selection. This assignment is worth 15 points. There is 3-point deduction for each day late.

Companion Research Chapter to *Methamphetamine: a Biopsychosocial Perspective*

For this assignment you are to select a drug in which you have interest, and chapter from the *Methamphetamine: a Biopsychosocial Perspective*, and write companion chapter to the book for the drug that you have selected. For example, you could write a chapter on “Media Reactions to Marijuana,” “Treatment Considerations for Cocaine Addiction,” “The Chemistry of LSD Use,” etc. This chapter should be fully research and written for an audience that is composed of both researchers and practitioners. The chapter should be no more than 25-pages, including references, APA format. The assignment is due one week after our last class, and should be emailed to me at PNH1@NYU.EDU. The assignment is worth 40 points and there is a 5 point deduction for each day late.

Class Participation

You are expected to attend all classes, complete all the readings, and be actively engaged in the classroom activities and discussions. This course will rely heavily upon class participation.

Students are reminded free expression in an academic community is essential to the mission of providing the highest caliber of education possible. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. New York University encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement without degrading, abusing, harassing, or silencing others. The teachers for this course are committed to maintaining an environment that opens doors, opens hearts, and opens minds.