

Faculty of Health
Department of Psychology
PSYC 4145 3.0 Section A: ADDICTION ETIOLOGY AND TREATMENT
Thursday's from 2:30pm – 5:30pm (EST); ACW 104
Fall 2021

Lectures will be delivered in person (ACW 104) during the allotted class time (Thursdays from 2:30pm to 5:30pm). Please let me know in advance if you will be missing class, as there is a percentage of your grade that comes from in-class participation. Classes will be synchronous and will include peer discussion of material, instructor-led presentations, and student-led presentations. Active participation during class is strongly encouraged, as it makes for a more engaging course and will contribute to your participation grade.

Instructor Information

Instructor: Dr. Vanessa Morris

Office Hours: By appointment (please email me)

Email: vmorris@yorku.ca

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2130 3.00 (Personality)
- HH/PSYC 3140 3.00 (Abnormal Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [eClass](#)

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials (e.g., lecture slides, rubrics, etc).

Course Description

This course will introduce the psychology of addictive disorders, including their history, prevalence, theoretical underpinnings, and evidence-based treatment. The course will also survey research on the biological, psychological, and social factors that contribute to the development and maintenance of addictive disorders. Additionally, the course covers

contemporary issues in addiction psychology, with a specific focus on those issues that are relevant to Canadians.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in of the biopsychosocial risk factors for addictive behaviours.
2. Critically evaluate, synthesize and resolve conflicting results in addictive behaviours
3. Articulate trends in mainstream media's portrayal of research in addiction psychology.
4. Locate research articles and show critical thinking about research findings in addictive behaviours.
5. Express knowledge of psychological research on addiction in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

Specific Learning Objectives

1. Explain diverse theoretical models of addiction in both verbal and written formats
2. Critically analyze psychological research on addiction in both verbal and written formats
3. Develop critical thinking, writing, and presentation skills
4. Describe evidence-based psychological treatments for addiction

These learning objectives will be facilitated using a combination of weekly readings (assigned by me), experiential assignments, instructor- and peer-led seminar presentations (with significant guidance from me and the readings), and a final research proposal on a topic/question relevant to addiction studies.

Required Text

There will be no required textbook for this course. I will assign weekly readings for all topics prior to class. Please see the complete list of readings at the end of this course outline.

Course Requirements and Assessment:

Assessment	Date of Evaluation	Weighting
Participation	Throughout the Term	10%
Mainstream Media Assignment	October 21	20%
Seminar Presentation	Individually Determined	30%
Final Course Proposal	November 25	30%
Behaviour Change Experiment	December 2	10%
Total		100%

Description of Assignments

Seminar Presentation (30%): You will be asked to prepare a 35-minute seminar presentation on one of the topics from the course schedule. We have roughly 30 students in the course, therefore, for logistical reasons, I will ask you to present in groups of 2-3. Presentations will be followed by a brief 15-minute discussion period. Topics will be assigned during the first week of class. The goal of this seminar assignment will be for you all to master the current literature on an important topic in addiction studies. I will meet with you at least one week (but ideally two) before the presentation to hear their tentative outline for the seminar talk. You can use the course readings as a starting point for your talks. You will need to find additional readings to give extra substance to your presentations. I will ask you all to send three learning objectives and 3-5 discussion questions to the class (including myself) at least 24- hours prior to your presentation. These should be sent via email. You will be evaluated on how well you know the topic and on the depth of material covered during the talk. I will also provide feedback on presentation style, but I will not be grading you on style. I know you are all developing your presentation voices, and I would like to give you some room to be creative! I will provide you with tips re: presentation style but will not assign a portion of the grade to this. Detailed presentation guidelines and an evaluation rubric will be given to you all during the first two weeks of class.

Course Proposal (30%): The final proposal is due on the second last day of class (November 25). This will give me time to grade the proposal, and to provide useful feedback before grades are due to the university. The proposal should be written in APA-format and should be within 10 (word-processed; 12-point font) double-spaced pages (including abstract, but excluding title page, and references). The proposal should be thought of as a mini “honours thesis proposal”. You will be asked to propose a hypothetical research study to address an important topic covered in the course and should describe a quantitative method approach. The study also needs to be feasible, and evidence based. Detailed proposal guidelines and an evaluation rubric will be given to you all during the first two weeks of class.

Before writing, you will need to meet with me so that I can approve topics. I will recommend that you meet with me at least three weeks in advance of the final deadline. The initiative to set up this meeting will be on you, so I encourage you to email me. You will be asked to come prepared to this meeting with the central question that you would like to address in your proposals. You should also have an idea of your proposed research methods. I will be available to chat with you all as much as you would like, so I encourage you to take full advantage of me as a resource.

Participation (10%): This course has a substantial amount of reading and class discussion. You can get 5% of this by simply showing up to class on time. You can get the remaining 5% by contributing informed comments/questions during class discussions.

Behaviour Change Experiment, Reflection Paper (10%): To provide you with an in-depth and well-rounded understanding of addictions and the clinical process of harm reduction or abstinence models, I would like each of you to engage in an experiential learning exercise. You will complete a behaviour change experiment over the course of the semester. You can identify one behaviour that you would like to either refrain from or substantially reduce (e.g., caffeine consumption, watching T.V.) during the course. If you like, you can also aim for a positive goal to increase a positive behaviour in your daily lives. The main goal is for you to just commit to and try and make a behavioural change. You will journal your experience (e.g., record cravings, feelings, social pressures, lapses) and discuss your journal entries (if comfortable) with the class. Prior to the start of this experiment, you should begin by indicating which aspects of your own behavioural change you expect to be the most challenging and why? How did your experience differ from your expectations?

The reflection journal should be about a behaviour change experiment. The reflection journal should not exceed four-pages, double spaced text. An excellent reflection paper will thoughtfully link your experience with relevant topics from the course. For example, what did the behavioural experiment tell you about harm reduction or abstinence goals? The reflection paper should end with discussion of what was learned from the behavioural change experiment. After having gone through the experience, what would you do differently now that you know what you know?

Assessing the Credibility of the Mainstream Media (20%): We all know that the media is biased - meaning that they rarely portray the complete “truth” on a given topic. You will be asked to find a media article on addiction from a local print or online news outlet (e.g., Toronto Sun or the Toronto Star). You will then be asked to write a maximum four-page, double spaced evaluation of the article's scientific accuracy. That is, you will be asked to “fact-check” your chosen article - meaning that you will comment on whether the article's assertions/conclusions are consistent with the prevailing scientific view on the covered topic. You should evaluate the article based on scientific accuracy only. Anecdotal evidence/commentary should be avoided.

Class Format and Attendance Policy

Class sessions provide an opportunity to connect with your classmates, and I and to engage in interactive and/or experiential learning activities. I expect that all students attend class every week. The sessions will help you engage with the material and master the content, so you should be intrinsically motivated to attend and participate. I will be taking attendance weekly

and as noted above, 5% of your grade will be determined just based on showing up to class. If you need to miss class for any reason, please let me know at least 24- hours in advance of class.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2021-22](#)

Missed Tests/Midterm Exams/Late Assignment

There will be no quizzes and/or exams in this course. It is expected that all students hand in assignments on time. However, life does happen, so if anyone experiences any extenuating circumstances that interfere with their ability to meet a given deadline, please email me as soon as possible. I should note that due to university-wide policy, I cannot provide any deadline accommodations for requests made within 48-hours of the deadline, however. Extensions and other deadline accommodations will be considered in a case-by-case basis.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection

In order to maintain academic integrity with the course, you will be required to submit the written assignment to Turnitin via the eClass page. Turnitin will review the similarity of your document with other documents in its database to detect potential instances of plagiarism. By submitting to Turnitin, you're agreeing that your document will be included as a source text for future Turnitin databases. You can go to Turnitin.com to look at other terms and conditions that will apply through using this software.

Electronic Device Policy

This course will be delivered in an in-person format and therefore electronic devices (e.g., tablets, laptops) may be permitted during class time for the purpose of note-taking.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me

know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 4145 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Schedule

Week	Date	Topics
1	Sept 9	<ul style="list-style-type: none"> • Introduction and Syllabus Review • Assign Topics and Dates for Seminar Presentations • “What is Addiction?”
2	Sept 16	<ul style="list-style-type: none"> • Prevalence of Addiction • Diagnostic Criteria (DSM-5): Substance-Related and Addictive Disorders
3	Sept 23	<ul style="list-style-type: none"> • Cognitive Models (Dual-Processes and Motives)
4	Sept 30	<ul style="list-style-type: none"> • Withdrawal/Negative Reinforcement Models
5	Oct 7	<ul style="list-style-type: none"> • Positive Reinforcement and Incentive Salience
6	Oct 14	Reading Week – No Class
7	Oct 21	<ul style="list-style-type: none"> • The Brain Disease Model of Addiction
8	Oct 28	<ul style="list-style-type: none"> • <i>Student presentations: COVID-19 and Addiction Risk</i>
9	Nov 4	<ul style="list-style-type: none"> • <i>Student presentations: Cognitive Behaviour Therapy</i>
10	Nov 11	<ul style="list-style-type: none"> • <i>Student Presentations: Pharmacotherapies</i>
11	Nov 18	<ul style="list-style-type: none"> • <i>Student presentations: Motivational Interviewing</i>
12	Nov 25	<ul style="list-style-type: none"> • <i>Student presentations: Screening and Brief Interventions</i>

13	Dec 2	• <i>Student presentations: Public Health and Policy Issues</i>
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