

**Faculty of Health  
Department of Psychology  
PSYC 4145 3.0 Section A: ADDICTION ETIOLOGY AND TREATMENT  
Tuesday at 11:30am – 2:30pm  
Room: ACE (Accolade Building East) 013  
Fall 2023**

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**Instructor Information:**

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York University,  
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**Email:**

bambrahv@yorku.ca

**Office Hours:**

By appointment (please email me); may take place in-person or over Zoom.

**Course Prerequisite(s): Course prerequisites are strictly enforced.**

- HH/PSYC 1010 6.00 (Introduction to Psychology)
- HH/PSYC 2010 3.00 (Writing in Psychology)
- HH/PSYC 2021 3.00 (Statistical Methods I) and HH/PSYC 2022 3.00 (Statistical Methods II),  
OR HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods)
- HH/PSYC 2130 3.00 (Personality)
- HH/PSYC 3140 3.00 (Psychological Health, Distress, & Impairment, formerly known as 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 me. The site will be your central access point for course materials. Lecture recordings, weekly journal readings, assignment descriptions, and assignment rubrics will all be posted on the course eClass website.

**Course Description:**

Introduces the psychology of addictive disorders, including their history, prevalence, theoretical underpinnings, and evidence-based treatment. Surveys research on the biological, psychological, and social factors that contribute to the development and maintenance of

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

**Program Learning Outcomes:**

You will be introduced to the field of addiction studies in this seminar course. We will focus on the diverse factors (i.e., neurobiological, behavioural, and psychosocial) that contribute to the development and maintenance of addiction, including drugs, alcohol, and behavioural addictions (e.g., gambling and excessive video gaming). Significant time will be devoted to discussion of theoretical models of addiction, as well as to evidence-based psychological treatments. By the end of the seminar, you should be well informed about addiction theory, research, and clinical practice.

One other primary goal of this course is to help you become an educated and independent consumer of science. Accordingly, in addition to content, we will focus on learning sound scientific methods and developing scientific reasoning skills. By the end of this course, I hope that you will feel comfortable conducting a literature search on a scientific topic, reading scientific articles, and judging the validity of research findings. Thus, in this course, we will not only spend time discussing the current state of knowledge in addiction studies, but also discussing and critiquing the methods that produced this knowledge.

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.

**Expectations:**

I would like all of you to benefit significantly from this course. In order to do this, you should:

1. Participate fully in class by:
  - reading the assigned material prior to class sessions
  - attending class regularly
  - contributing meaningfully to class discussions
2. Take responsibility for your own learning by:
  - relating course content and projects to your own professional interests
  - monitoring your own understanding
  - seeking clarification and assistance when necessary
3. Demonstrate respect and consideration for others by:
  - listening when others are speaking
  - not texting, tweeting, Facebooking, and/or emailing in class while others are presenting
  - being present for the entire class period
  - asking insightful questions during/after peer-led seminars

**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 (if known)	Weighting
Participation	Throughout term	10%
Seminar Presentation	Individually determined during term	30%
Final Course Proposal	December 12th 2023	30%
Mainstream Media Assignment	October 27th 2023	20%
Behavioural Change Experiment	November 14th 2023	10%
<b>Total</b>		<b>100%</b>

**Description of Assignments:**

**Traditional Classroom Assignments**

**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 consistently and on time. You can get the remaining 5% by contributing informed comments/questions during class discussions.

**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 30 students in the course, therefore, for logistical reasons, I will ask you to present in **teams of three**. Presentations will be followed by a brief 15-minute discussion period (i.e., the presentation will be 50 minutes in total). Topics will be assigned during the first week of class. The goal of this seminar assignment is for you all to master the current literature on an important topic in addiction studies.

I will meet with every team one-to-two weeks prior to your presentation date to hear your tentative outline for the seminar talk. You will submit a tentative outline to me (1.5 page max;

bullet form) 24-hours in advance of this meeting. The outline should include a plan for all relevant sections of the presentation (*introduction, empirical “nucleus” of 2-3 articles* [with an explicit rationale as to how each subsequent article builds off the ones that came prior to it], and *conclusions/future directions*). This outline will be **worth 20% (i.e., out of 6) of your grade for the presentation**, so please try and do the best job possible.

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 one week following the last day of class (December 12th). 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 (excluding the title page, abstract, and references).** The proposal should be thought of as a mini “honour’s 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.

### **Experiential Education Assignments**

**Assessing the Credibility of the Mainstream Media** (20%): This assignment is due **no later than** October 27th. We all know that the media is biased—meaning that they rarely portray the complete “truth” on a given topic. For this assignment, you will be asked to find either a media article (e.g., Toronto Sun or the Toronto Star) **or** television character portrayal about addiction **or** movie character portrayal about addiction. You will then be asked to write a maximum four-page, double spaced evaluation of the media source’s scientific accuracy. That is, you will be asked to “fact-check” your chosen article or television or movie character portrayal—meaning

that you will comment on whether the source's assertions/conclusions are consistent with the prevailing scientific view on the covered topic. You should evaluate the article/television/movie portrayals based on scientific accuracy only. Anecdotal evidence/commentary should be avoided.

**Behaviour Change Experiment, Reflection Paper** (10%): This assignment is due on November 14<sup>th</sup>. 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 will identify one behaviour that you would like to either refrain from or substantially reduce (e.g., caffeine consumption, watching T.V.) during the course. **Please email me to let me know which behaviour you will focus on for the experiment and for how long** (e.g., abstaining from coffee for one week, drinking one cup of coffee per day, instead of two cups, for two weeks). 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?

#### **Class Format and Attendance Policy:**

In-person 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 2020-21](#)

**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 and show up for their scheduled presentation date. However, life does happen, so if anyone experiences any extenuating circumstances that interfere with their ability to meet a given deadline, then 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. Late assignments (those submitted after the deadline without any extension pre-approval by me) will be penalized 5% per day to a maximum of 15% (i.e., three days). I will not be able to accept any assignments that are more than three days late, resulting in a zero for that component of the course.

**Add/Drop Deadlines:**

For a list of all important dates please refer to [Undergraduate Fall/Winter 2023-2024 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	September 20	September 20	January 22
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9- December 5	February 9- April 8	March 12- April 8

**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 enroll 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-person. Electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes.

**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.

**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](#).

#### **Calumet and Stong Colleges' Student Success Programming:**

Calumet and Stong Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- Orientation helps new students transition into university, discover campus resources, and establish social and academic networks.
- Peer Mentoring connects well-trained upper-year students with first year and transfer students to help them transition into university.
- Course Representative Program aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- Peer-Assisted Study Session (P.A.S.S.) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- Peer Tutoring offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' Health & Wellness, leadership and professional skills development, student/community engagement and wellbeing, career exploration, Indigenous Circle, awards and recognition, and provide opportunities to students to work or volunteer.
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our websites (Calumet College; Stong College), email [schelp@yorku.ca](mailto:schelp@yorku.ca), and/or follow us on Instagram (Calumet College; Stong College), Facebook (Calumet College; Stong College) and LinkedIn

- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact [ccscadm@yorku.ca](mailto:ccscadm@yorku.ca), and request to be added to the listerv.

**Course Schedule:**

WEEK	DATE	MAIN TOPICS
1	September 12	Introduction and Syllabus Review Assign Topics and Dates for Seminar Presentations
2	September 19	What is Addiction?
3	September 26	Integrative Case Conceptualization Diagnostic Criteria (DSM-5): Substance-Related and Addictive Disorders Prevalence of Addiction
4	October 3	Cognitive Models
5	October 10	READING WEEK (NO CLASS)
6	October 17	Positive Reinforcement Models
7	October 24	Positive Reinforcement Models (Continued, if need be) Negative Reinforcement Models
8	October 31	Negative Reinforcement Models (Continued, if need be) Brain Disease Model AND/OR a guest with lived experience
9	November 7	Integrative Evidence-Based Treatment Student presentations
10	November 14	Student presentations
11	November 21	Student presentations
12	November 28	Student Presentations
13	December 5	Student presentations

**Reading List:**

***Week 2: Introduction and 'What is Addiction?'***

Griffiths, M.E. (2005). A 'components' model of addiction within a biopsychosocial framework. *Journal of Substance Use, 10*(4), 191-197.

Liese, B.S., & Reis, D.J. (2016). Failing to diagnose and treat an addicted client: Two potentially life-threatening clinical errors. *Psychotherapy, 53*(3), 342-346.

***Week 3: Prevalence of Addiction and Diagnostic Criteria***

Hasin, D.S. et al. (2013). DSM-5 criteria for substance use disorders: Recommendations and rationale. *American Journal of Psychiatry, 170*(8), 834-851.

Lorains, F.K. et al. (2011). Prevalence of comorbid disorders in problem and pathological gambling: Systematic review and meta-analysis of population surveys. *Addiction, 106*(3), 490-498.

#### **Week 4: Cognitive Models**

- Cooper, M.L. (1994). Motivations for alcohol use among adolescents: Development and validation of a four-factor model. *Psychological Assessment*, 6(2), 117-128.
- McClure, S.M., & Bickel, W.K. (2014). A dual-systems perspective on addiction: Contributions from neuroimaging and cognitive training. *Annals of the New York Academy of Sciences*, 1327, 62-78.

#### **Week 5: READING WEEK (NO CLASS)**

#### **Weeks 6 and 7: Positive Reinforcement Models**

- Berridge, K.C., & Robinson, T.E. (2016). Liking, wanting and the Incentive Sensitization Theory of Addiction. *American Psychologist*, 71(8), 670-679.
- Robinson, T.E., & Berridge, K.C. (2008). The Incentive Sensitization Theory of addiction: Some current issues. *Philosophical Transactions of the Royal Society*, 363(1507), 3137-3146.

#### **Weeks 6 and 7: Negative Reinforcement Models**

- Audrain-McGovern, J. et al. (2009). Adolescent smoking and depression: Evidence for self-medication and peer smoking mediation. *Addiction*, 104(10), 1743-1756.
- Tomlinson, K.L., & Brown, S.A. (2012). Self-medication or social learning? A comparison of models to predict early adolescent drinking. *Addictive Behaviors*, 37(2), 179–186.
- Mushquash, A. R. et al. (2013). Depressive symptoms are a vulnerability factor for heavy episodic drinking: A short-term, four-wave longitudinal study of undergraduate women. *Addictive Behaviors*, 38(5), 2180–2186.

#### **Week 8: Brain Disease Model AND/OR lived experience**

##### **Brain Disease Model**

- Hall, W. et al. (2015). The brain disease model of addiction: Is it supported by the evidence and has it delivered on its promises? *Lancet Psychiatry*, 2(1), 105-110.
- Vohs, K.D., & Baumeister, R.F. (2009). Addiction and free will. *Addiction Research and Theory*, 17(3), 231-235.
- Volkow, N.D., & Koob, G.F. (2015). Brain disease model of addiction: Why is it so controversial? *Lancet Psychiatry*, 2(8), 677-679.
- Wiens, T.K., & Walker, L.J. (2015). The chronic disease concept of addiction: Harmful or helpful? *Addiction Research and Theory*, 23(4), 309-321.

##### **Lived Experience**

Understanding substance use health: A matter of equity written by CAPSA

#### **Weeks 9-13 (Student Presentation Topics)**

##### **Pharmacotherapies for Addiction**

- Grant, J.E. et al. (2012). Pharmacological treatments in pathological gambling. *British Journal of Clinical Pharmacology*, 77(2), 375-381.

- Hendershot, C.S. et al. (2017). Effects of naltrexone on alcohol self-administration and craving: Meta-analysis of human laboratory studies. *Addiction Biology*, 22(6), 1515-1527.
- Sinclair, J.D. (2001). Evidence about the use of naltrexone and for different ways of using it in the treatment of alcoholism. *Alcohol & Alcoholism*, 36(1), 2-10.
- Morgan, J.R. et al. (2018). Injectable naltrexone, oral naltrexone, and buprenorphine utilization and discontinuation among individuals treated for opioid use disorder in a United States commercially insured population. *Journal of Substance Use and Treatment*, 85, 90-96.

Questions for student presentations:

- (1) What is Naltrexone and how is it believed to work in the treatment of alcohol use disorder OR opioid use disorder? How strong is the evidence that supports Naltrexone in the treatment of alcohol use disorder OR opioid use disorder? What factors, if any, might impact the effectiveness of Naltrexone – both in a positive and negative way?
- (2) What are some of the most promising pharmacotherapeutic agents in the treatment of Gambling Disorder? What does the evidence say and are there any limitations and important considerations to this evidence?

**Public Health and Policy Issues**

- Donny, E. C. et al. (2015). Randomized trial of reduced-nicotine standards for cigarettes. *New England Journal of Medicine*, 373(14), 1340-1349.
- Hall, W., & Lynskey, M. (2016). Evaluating the public health impacts of legalizing recreational cannabis use in the United States. *Addiction*, 111(10), 1764-1773.
- Hajizadeh, M. (2016). Legalizing and regulating marijuana in Canada: Review of potential economic, social, and health impacts. *International Journal of Health Policy and Management*, 5(8), 453-456.
- Logan, D.E., & Marlatt, G.A. (2010). Harm reduction therapy: A practice-friendly review of research. *Journal of Clinical Psychology*, 66(2), 201-214.
- TED talk Ethan Nadelmann “Why we need to end the War on Drugs”
- Brooks, G.A., & Clark, L. (2019). Associations between loot box use, problematic gaming and gambling, and gambling-related cognitions. *Addictive Behaviors*, 96, 26-34.

Questions for student presentations:

- (3) Compare and contrast abstinence versus harm reduction models for addiction treatment. What does the literature say in terms of the effectiveness of these models?
- (4) Does lowering the nicotine content in cigarettes help to reduce smoking? How strong is the evidence? What might be the policy- and public health- level impacts?
- (5) Do safe-injection sites reduce the harms associated with substance use? Are they improving the health and safety of those struggling with addiction?
- (6) What are the public health impacts of cannabis legalization? What does the data say?
- (7) Many people would argue that excessive video gaming is an addictive disorder, like problem gambling. What does the literature say about “loot boxes” in terms of risk for gaming disorder, as well as risk for gambling disorder, among young people? What are some corresponding policy-level implications for video game regulation?

### **Screening and Brief Interventions for Addiction**

- Madras, B.K. et al. (2009). Screening, brief interventions, referral to treatment (SBIRT) for illicit drug and alcohol use at multiple healthcare sites: Comparison at intake and six months. *Drug and Alcohol Dependence*, 99(1-3), 280-295.
- Martens, M.P. et al. (2013). The efficacy of single-component brief motivational interventions among at-risk college drinkers. *Journal of Consulting and Clinical Psychology*, 81(4), 691-701.
- Schmidt, C.S. et al. (2016). Meta-analysis on the effectiveness of alcohol screening with brief interventions for patients in emergency care settings. *Addiction*, 111(5), 783-794.

#### Questions for student presentations:

- (8) What are screening and brief interventions for alcohol use? Does the literature support their use in primary care settings (e.g., GP offices and hospitals)?
- (9) Do these types of interventions change risky drinking and substance use among college students? How strong is the evidence? What factors, if any, might impact the effectiveness of these types of interventions – both in a positive and negative way?

### **COVID-19 and Risk for Addiction**

- Rehm J., et al. (2020). Alcohol use in times of the COVID 19: Implications for monitoring and policy. *Drug and Alcohol Review*, 39(4), 301-304.
- Volkow, N.D. (2020). Collision of the COVID-19 and addiction epidemics. *Annals of Internal Medicine*, 173(1), 61-62.
- Wardell, J.D. et al. (2020). Drinking to cope during COVID-19 pandemic: The role of external and internal stress-related factors in coping motive pathways to alcohol use, solitary drinking, and alcohol problems. *Alcoholism: Clinical and Experimental Research*, 44(10), 2073-2083.
- Baptist-Mohseni, N. et al. (2022). A longitudinal approach to understanding risk factors for problem alcohol use during the COVID-19 pandemic. *Alcoholism: Clinical and Experimental Research*, 46(3), 434-446
- Bamrah, V. et al. (2022). Longitudinal co-trajectories of depression and alcohol problems in adults during the COVID-19 pandemic. *Current Psychology*.  
<https://doi.org/10.1007/s12144-022-04109-4>

#### Questions for student presentations:

- (10) What does the data say in terms of addiction risk during the COVID-19 pandemic? Are particular groups at risk for increased use and related problems? What model (discussed in class) is especially relevant to understanding the impact of the pandemic on addictive behaviours?

### **Cognitive Behavioural Therapy for Addiction**

- DeVido, J.J., & Weiss, R.D. (2012). Treatment of the depressed alcoholic patient. *Current Psychiatry Reports*, 14(6), 610-618.
- Gooding, P., & Tarrier, N. (2009). A systematic review and meta-analysis of Cognitive-Behavioural Interventions to reduce problem gambling: Hedging our bets? *Behaviour Research and Therapy*, 47(7), 592-607.

Magill, M., & Ray, L. A. (2009). Cognitive-behavioral treatment with adult alcohol and illicit drug users: a meta-analysis of randomized controlled trials. *Journal of studies on alcohol and drugs*, 70(4), 516-527.

Riper, H. et al. (2014). Treatment of comorbid alcohol use disorders and depression with cognitive-behavioural therapy and motivational interviewing: A meta-analysis. *Addiction*, 109(3), 394-406.

Questions for student presentations:

- (11) What does the literature say about the efficacy and effectiveness of integrated treatments for addiction and co-occurring mental health concerns? \*\*\*HINT: Try and focus in on alcohol and comorbid depression.
- (12) Can self-guided online CBT interventions be effective for reducing addictive behaviours and related harms?

***Motivational Interviewing for Addiction***

Lundahl, B. & Burke, B.L. (2009). The effectiveness and applicability of motivational interviewing: A practice-friendly review of four meta-analyses. *Journal of Clinical Psychology: In session*, 65(11), 1232-1245.

Yakovenko, I. et al. (2015). The efficacy of motivational interviewing for disordered gambling: Systematic review and meta-analysis. *Addictive Behaviors*, 43, 72-82.

Questions for student presentations:

- (13) Does the literature support MI as a frontline treatment for substance and alcohol use? If so, in what ways is MI effective – what core MI principles are relevant?
- (14) Does the literature support the use of MI for behavioural addictions, like problem gambling? If so, in what ways is MI effective – what core MI principles are relevant?