Faculty of Health
Department of Psychology
PSYC 4145 3.0 Section M: ADDICTION ETIOLOGY AND TREATMENT
Tuesday at 11:30am – 2:30pm
Room: MC 212
Winter 2024

Instructor Information

Lana Vedelago, M.Sc.
Doctoral Student, Clinical Psychology
Department of Psychology
York University
4700 Keele St North York,
Ontario, Canada M3J 1P3
Email: lvedelag@yorku.ca

Office Hours: By appointment (please email); may take place in-person in BSB 370 or over Zoom

Course Prerequisite(s): Course prerequisites are strictly enforced
- HH/PSYC 1010 6.00 (Introduction to Psychology)
- 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 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, behavioral, 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.
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:
   o reading the assigned material prior to class sessions
   o attending class regularly
   o contributing meaningfully to class discussions
2) Take responsibility for your own learning by:
   o relating course content and projects to your own professional interests
   o monitoring your own understanding
   o seeking clarification and assistance when necessary

3) Demonstrate respect and consideration for others by:
   o listening when others are speaking
   o not using your phone/laptop in class for non-course related activities
   o being present for the entire class period
   o 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:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Throughout term</td>
<td>10%</td>
</tr>
<tr>
<td>Mainstream Media Assignment</td>
<td>February 6, 2024</td>
<td>20%</td>
</tr>
<tr>
<td>Seminar Presentation</td>
<td>Individually determined during term</td>
<td>30%</td>
</tr>
<tr>
<td>Behavioural Change Experiment</td>
<td>March 5, 2024</td>
<td>10%</td>
</tr>
<tr>
<td>Final Course Proposal</td>
<td>April 9, 2024</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Description of Assignments

**Traditional Classroom Assignments**

**Seminar Presentation** (30%): You will be asked to prepare a 30-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 pairs of two. 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 is for you all to master the current literature on an important topic in addiction studies.

I would like to meet with every pair two-to-three weeks prior to your presentation date to hear your tentative outline for the seminar talk. You will submit a tentative outline to me (one page; 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% (/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 (Apr. 9th). 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 “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.

**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.

**Experiential Education Assignments**

**Behaviour Change Experiment, Reflection Paper (10%)**: This assignment is due on Mar. 5th. 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. 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%): This assignment is due on Feb.
6th. 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 movie/TV character portrayal about addiction (e.g.,
Euphoria). 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 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 articles/movie portrayals based on scientific
accuracy only. Anecdotal evidence/commentary should be avoided.

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 2023-24

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, please email me as soon as possible. I should note that due
to university-wide policy, I cannot provide any deadline accomodations for requests made
within 48-hours of the deadline, however. Extensions and other deadline accomodations 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: Fall/Winter 2023-24 Important Dates

<table>
<thead>
<tr>
<th>Add and Drop Deadline Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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-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.
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 Sessions (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 **website**, email **scchelp@yorku.ca**, and/or follow us on **Instagram** and **Facebook**.
Tentative Course Schedule and Topics

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>MAIN TOPICS</th>
</tr>
</thead>
</table>
| 1    | January 10 | • Introduction and Syllabus Review  
        • Assign Topics and Dates for Seminar Presentations |
| 2    | January 17 | • What is Addiction?                                                      |
| 3    | January 24 | • Prevalence of Addiction  
        • Diagnostic Criteria (DSM-5): Substance-Related and Addictive Disorders |
| 4    | January 31 | • Cognitive Models (Dual-Processes and Motives)                           |
| 5    | February 7 | • Withdrawal/Negative Reinforcement Models                                |
| 6    | February 14| • Positive Reinforcement and Incentive Salience                           |
| 7    | February 21| READING WEEK (NO CLASS)                                                   |
| 8    | February 28| • Brain Disease Model OR guest with lived experience                       |
| 9    | March 7    | • Student presentations                                                   |
| 10   | March 14   | • Student presentations                                                   |
| 11   | March 21   | • Student presentations                                                   |
| 12   | March 28   | • Student Presentations                                                   |
| 13   | April 4    | • Student presentations                                                   |

Reading List

**Weeks 1 and 2: Introduction and ‘What is Addiction?’**

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

**Week 4: Cognitive Models**
**Week 5: Withdrawal/Negative Reinforcement Model**

**Week 6: Positive Reinforcement and Incentive Salience Models**

**Week 7: READING WEEK (NO CLASS)**

**Week 8: Brain Disease Model OR lived experience**

**Brain Disease Model**

**Lived Experience**
Understanding substance use health: a matter of equity written by CAPSA

**Weeks 9-13 (Student presentation topics)**

**COVID-19 and Risk for Addiction**
Questions for student presentations:

1) 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?

Pharmacotherapies for Addiction


Questions for student presentations:

2) What is Naltrexone and how is it believed to work in the treatment of alcohol use disorders? How strong is the evidence?

3) What are some of the most promising pharmacotherapeutic agents in the treatment of Gambling Disorder?

Cognitive Behavioural Therapy for Addiction


Questions for student presentations:

4) What is CBT? Is CBT a frontline treatment for substance and alcohol use disorders?

5) 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.**
Can self-guided online CBT interventions be effective for reducing addictive behaviours and related harms?

**Motivational Interviewing for Addiction**


**Questions for student presentations:**

(7) What is MI and what are its core principles? Does the literature support MI as a frontline treatment for substance and alcohol use?

(8) Does the literature support the use of MI for behavioural addictions, like problem gambling?

**Screening and Brief Interventions for Addiction**


**Questions for student presentations:**

(9) 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)?

(10) Do these types of interventions change risky drinking and substance use among college students? How strong is the evidence?

**Public Health and Policy Issues**


TED talk Ethan Nadelmann “Why we need to end the War on Drugs”

Questions for student presentations:


(12) 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?

(13) Do safe-injection sites reduce the harms associated with substance use? Are they improving the health and safety of those struggling with addiction?

(14) What are the public health impacts of cannabis legalization? What does the data say?

(15) 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?