

Faculty of Health
Department of Psychology
PSYC 4145 3.0 Section M: ADDICTION ETIOLOGY AND TREATMENT
Tuesday/11:30am - 2:30pm/ Online via Zoom
Winter 2021

Lectures will be delivered synchronously online via Zoom during the allotted class time (Tuesday from 11:30am to 2:30pm). There will be no in-person course-related activities due to the COVID-19 pandemic. All lectures will be recorded and posted online for those who cannot attend a given class. 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 include peer discussion of material, instructor-led presentations, and student-led presentations (later in the term). Active participation during class on Zoom is strongly encouraged, as it makes for a more interesting and engaging course.

Here are the details for the weekly Zoom meetings:

Join Zoom Meeting

<https://yorku.zoom.us/j/8588089697?pwd=eDIOMmdXT3FwaU40N3E4YU1BeVRTUT09>

Meeting ID: 858 808 9697

Passcode: 8893625

Instructor Information

Matthew Keough, Ph.D. C.Psych

Department of Psychology

York University

4700 Keele St North York,

Ontario, Canada M3J 1P3

Office Hours: By appointment via Zoom (please email me!)

Email: keoughmt@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: Moodle

All course materials will be available on the course Moodle 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 Moodle 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.
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%
Mainstream Media Assignment	February 23, 2021	20%
Seminar Presentation	Individually determined during term	30%
Final Course Proposal	March 30, 2021	30%
Behaviour Change Experiment	April 6, 2021	10%
Total		100%

Description of Assignments

Traditional Classroom 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 35 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.

***There will be two options given to you in terms of how you deliver your presentation to the class. The first option is to deliver your presentation “live” or synchronously during the regularly scheduled class time. The second option is to pre-record your presentation and I will play it during class time. I do not have a strong preference for either option, so just pick the one that makes you the most comfortable. For both options, the discussion period will be “live” though.*

Course Proposal (30%): The final proposal is due on the second last day of class (March 30th). 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.

Experiential Education Assignments

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. For this assignment, I will ask you to provide a reflection asking you what aspects of media reporting you expect to be least/most accurate. You will then 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 articles based on scientific accuracy only. Anecdotal evidence/commentary should be avoided.

Class Format and Attendance Policy

Synchronous 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.

Students attending zoom sessions are not required to have their video or microphone enabled and will have the option of asking questions via the Q&A or chat function in Zoom. However, students are encouraged to enable their video if they are comfortable doing so to permit face-to-face engagement in breakout room discussions, etc. Please be aware that while breakout sessions will not be recorded, the larger synchronous zoom session will be recorded, and students who appear on video or audio during the main zoom session may appear in the recordings. These recordings will be posted to E-class to enhance accessibility and will be destroyed at the end of the term.

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. 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 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

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 Moodle 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](https://www.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 online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes.

Online Etiquette

In this course you will be communicating with me and fellow students primarily in written form. This may be through emails, or the Q&A function of Zoom. It can be more challenging to express yourself through writing than through face-to-face communication, as writing lacks other contextual cues such as tone, facial expression, and body language. Thus, it is important to pay extra attention to how you express yourself in this online course. If you wouldn't say something to someone's face, you shouldn't say it online either.

Below are some specific guidelines for online etiquette we expect you to follow:

1. Be respectful to others in all communications. Recognize that other people have valid opinions and feelings, even if they differ from your own, and communicate with others using validating, supportive, and inclusive language.
2. Proofread all written communications before posting/sending.
2. Avoid strong language, all caps, excessive exclamation points, slang, and shorthand. Use proper English for all communications, including in emails, discussion forums, and Zoom chat.
3. Do not communicate private or confidential information about yourself or others in the public online spaces (i.e., Zoom, Moodle).
4. Don't post or share, publicly or privately, inappropriate or offensive material. Posting material that violates the university code of conduct may result in disciplinary actions.

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](#).

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](#).

Course Schedule and Topics

WEEK	DATE	MAIN TOPICS
1	January 12	<ul style="list-style-type: none"> • Introduction and Syllabus Review • Assign Topics and Dates for Seminar Presentations • “What is Addiction?”
2	January 19	<ul style="list-style-type: none"> • Prevalence of Addiction • Diagnostic Criteria (DSM-5): Substance-Related and Addictive Disorders
3	January 26	<ul style="list-style-type: none"> • Cognitive Models (Dual-Processes and Motives)
4	February 2	<ul style="list-style-type: none"> • Withdrawal/Negative Reinforcement Models
5	February 9	<ul style="list-style-type: none"> • Positive Reinforcement and Incentive Salience
6	February 16	READING WEEK (NO CLASS)
7	February 23	<ul style="list-style-type: none"> • The Brain Disease Model of Addiction
8	March 2	<ul style="list-style-type: none"> • <u>Student presentations</u>: COVID-19 and Addiction Risk
9	March 9	<ul style="list-style-type: none"> • <u>Student presentations</u>: Cognitive Behaviour Therapy
10	March 16	<ul style="list-style-type: none"> • <u>Student Presentations</u>: Pharmacotherapies
11	March 23	<ul style="list-style-type: none"> • <u>Student presentations</u>: Motivational Interviewing
12	March 30	<ul style="list-style-type: none"> • <u>Student presentations</u>: Screening, and Brief Interventions
13	April 6 (FINAL CLASS)	<ul style="list-style-type: none"> • <u>Student presentations</u>: Public Health and Policy Issues

Reading List

Week 1: Introduction

- 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 2: 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., Cowlishaw, S., & Thomas S.A. (2011). Prevalence of comorbid disorders in problem and pathological gambling: systematic review and meta-analysis of population surveys. *Addiction, 106*, 490-498.

Week 3: Cognitive Models

- Cooper, M.L. 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. A dual-systems perspective on addiction: contributions from neuroimaging and cognitive training. *Annals of the New York Academy of Sciences*, 13(27), 62-78.

Week 4: Withdrawal/Negative Reinforcement Model

McCarthy, D.E., Curtin, J.J., Piper, M.E., & Baker, T.B. (2010). *Negative reinforcement: possible clinical implications of an integrative model*. In: Kassel JD, editor. Substance abuse and emotion. Washington, DC: American Psychological Association; pp. 15–42.

Volkow, N.D., Koob, G.F., & McLellan, A.T. (2016). Neurobiologic Advances from the Brain Disease Model of Addiction. *The New England Journal of Medicine*, 374, 363-371.

Week 5: Positive Reinforcement and Incentive Salience Models

Berridge, K.C., & Robinson, T.E. (2016). Wanting, Liking 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, 3137-3146.

Week 6: READING WEEK (NO CLASS)

Week 7: Brain Disease Model of Addiction

Hall, W., Carter, A., & Forlini, C. (2015). The brain disease model of addiction: is it supported by the evidence and has it delivered on its promises? *Lancet Psychiatry*, 2, 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.

Week 8: 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, 301–304.

Volkow, N.D. (2020). Collision of the COVID-19 and Addiction Epidemics. *Annals of Internal Medicine*. doi:10.7326/M20-1212

Wardell, J.D., Kempe, T., Rapinda, K.K., Single, A., Bilevicius, E., Hendershot, C.S., & Keough, M.T. (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.

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?

Week 9: Pharmacotherapies for Addiction

Grant, J.E., Odlang, B.L., & Schreiber, L.R.N. (2012). Pharmacological treatments in pathological gambling. *British Journal of Clinical Pharmacology*, 77(2), 375-381.

Hendershot, C.S., Wardell, J.D., Samokhvalov, A.V., & Rehm, J. (2016). Effects of naltrexone on alcohol self-administration and craving: meta-analysis of human laboratory studies. *Addiction Biology*. doi:10.1111/adb.12425.

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.

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?

Week 10: 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., Andersson, G., Hunter, S.B., de Wit, J., Berking, M., & Cuijpers, P. (2014). Treatment of comorbid alcohol use disorders and depression with cognitive-behavioural therapy and motivational interviewing: a meta-analysis. *Addiction*, 109, 394-406.

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

Week 11: 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., Quigley, L., Hemmelgarn, B.R., Hodgins, D.C., Ronksley, P. (2015). The efficacy of motivational interviewing for disordered gambling: systematic review and meta-analysis. *Addictive Behaviors*, 43, 72-82.

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?

Week 12: 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., Smith, A.E., & Murphy, J.G. (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. (2015). Meta-analysis on the effectiveness of alcohol screening with brief interventions for patients in emergency care settings. *Addiction*, 111, 783-794.

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?

Week 13: Public Health and Policy Issues

Donny, E. C., Denlinger, R. L., Tidey, J. W., Koopmeiners, J. S., Benowitz, N. L., Vandrey, R. G., ... & Drobos, D. J. (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, 1764-1773.

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"

Aarseth, E., Bean, A. M., Boonen, H., Colder Carras, M., Coulson, M., Das, D., Deleuze, J., Dunkels, E., Edman, J., Ferguson, C. J., Haagsma, M. C., Helmersson Bergmark, K., Hussain, Z., Jansz, J., Kardefelt-Winther, D., Kutner, L., Markey, P., Nielsen, R. K. L., Prause, N., Przybylski, A., Quandt, T., Schimmenti, A., Starcevic, V., Stutman, G., Van Looy, J., & Van Rooij, A. J. (2017). Scholars' open debate paper on the World Health Organization ICD-11 gaming disorder proposal. *Journal of Behavioral Addictions*, 6(3), 267-270.

M.Fauth-Bühler, & Mann, K. (2017). Neurobiological correlates of internet gaming disorder: Similarities to pathological gambling. *Addictive Behaviors*, 64, 349-356.

Questions for student presentations:

11. Compare and contrast abstinence versus harm reduction models for addiction treatment.
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. What is the utility of making excessive gaming a formal mental health disorder? Does excessive gaming overlap with other mental health issues (e.g., gambling)? Should there be more stringent regulations on gaming, especially among young people (e.g., teens)?