Instructor: Antover P. Tuliao, Ph.D.  
Course Access: Blackboard 9: ttu.blackboard.com  
E-mail: antover.tuliao@ttu.edu

Office: CSAR 206  
Office Hours: Tuesday 1-2 or by appointment

COURSE DESCRIPTION:  
This graduate seminar course is designed to provide students with a broad introduction to the science of addictive behaviors. As such, the course will focus on the scientific inquiry about addictive behaviors, and will cover a wide area starting with definitions of “addiction”, genetic, biological, cognitive, psychosocial underpinnings of “addiction”, co-occurring disorders, public policy, diversity issues, and evidence-based treatments of substance use disorders. The goal of the course is (a) to get the students up-to-date and up-to-speed with the current scientific findings and paradigms in the science of addictive behaviors, and (b) introduce the various issues related to addictive behaviors. By the end of this course, students should also understand the different methodologies used to study addictive behaviors, as well as understand the various issues and problems plaguing the field.

COURSE LEARNING OBJECTIVES:  
Upon successful completion of the course, students should be able to:
1. Articulate different etiological theories on how addictive behavior develops.
2. Know the various evidence-based treatments of substance use disorders, their underlying rationale, and the evidence to support these treatments.
3. Know the various issues surrounding the research on the etiology and treatment of substance use disorders and addictive behaviors.
4. Be familiar with different methodologies used to study addictive behaviors.

REQUIRED TEXTS  
See Course Schedule for a list of readings. Readings will be uploaded on BlackBoard.  
*Additional readings necessary for this course will be posted on blackboard.

REQUIRED MATERIALS  
Acceptable browser for access to Blackboard 9 (BB9) Learning Management System  
Adobe Reader, Microsoft Lync, Word, and/or Excel software (available for download at eraider.ttu.edu)

BLACKBOARD (VERSION 9/LEARN)  
Although this is a face-to-face class, the course will be managed through Blackboard 9 (accessible at: ttu.blackboard.com). Students will be responsible for checking the site at least on a daily basis for announcements and e-mails from the instructor. Students are advised to log on to Blackboard and conduct a browser tune-up to ensure that their computer is Blackboard ready (this may require downloading software).

All tasks that require submissions through Blackboard have an availability period. It is the student’s responsibility to ensure that all tasks are completed AND submitted before the end of the availability period. All work must be submitted within the Blackboard 9 environment. No late work will be accepted. It is the student’s responsibility to ensure that an assignment has been successfully submitted on Blackboard 9 prior to the deadline.

Having computer problems does not constitute as a legitimate reason for not completing tasks in this course, so students should plan on attempting to submit work at the beginning of the availability period to allow any time necessary to work out any technical/computer problems they may encounter. Any technical difficulties should be handled through the IT Department (742-HELP). Do not contact the course instructor with computer problems.

HARDWARE AND SOFTWARE CONFIGURATIONS  
IT Help central offers a wide variety of services to the Texas Tech community. For more information regarding how to choose the right computer and hardware/software configurations, please visit IT Help’s website:
https://www.depts.ttu.edu/ithelpcentral/
COURSE REQUIREMENTS:

1. **Discussion Posts (20 posts minimum, 1.5 points each. 30 Points in total):** The purpose of this assignment is to help you engage in learning major concepts outside of the class. This activity will also help the student discussion leaders facilitate class discussions and frame their lecture during their assigned presentation. Discussion posts are to be submitted on BlackBoard, **no later than 5:00 P.M. on Fridays.** Over the course of the semester, you are REQUIRED to submit at least 20 discussion posts, which will be worth 1.5 points each. Since we will have around 23 topics (across 13 session), that means you can miss, at the maximum, 3 discussion posts without receiving any deduction. Your discussion post SHOULD include the following:

   **Points I Learned (Must submit at least 2):**
   1. ___________________________________________
   2. ___________________________________________

   **Questions/Points of Confusion (No minimum required):**
   1. ___________________________________________
   2. ___________________________________________

   **How this topic/these readings may relate to my practice or to my research topic (Must submit at least 1):**
   1. ___________________________________________
   2. ___________________________________________

   **Thoughtful/Inquisitive Topics or Questions for Class Discussion (Must submit at least 2):**
   1. ___________________________________________
   2. ___________________________________________

2. **Class Leader Presentation (20 points total):** After the first week of class, a separate team of two students will be responsible for organizing the discussion of the material listed on the course syllabus for that session. The discussion leaders will present material, ask questions, and lead discussions about the topic of the day. A sign-up sheet will be passed around the class at the beginning of the course. Sign up for topics that interests you or you think you have expertise in, and take turns as discussion leader. The instructor will help direct the discussions, asking questions of the leaders and helping to highlight the most important aspects of the readings. Details and instructions on how to prepare for and lead the discussion is in BlackBoard.

3. **Class Attendance and Participation (10 points total):** See Policy on Class Attendance and Participation below.

4. **Literature Review Paper:** The purpose of this activity is to (a) gain additional “expertise” in one’s chose addiction subfield, and (b) utilize one’s learning in this course to branch out into one’s own research project, line of research, research agenda, or dissertation topic. In general, this activity asks students to summarize the literature in a chosen area, identify the gaps in the particular subfield, and propose possible areas of future research that the student can engage in. The Literature Review Paper activity is comprised of the following sub-activities:

   a. **Project Proposal Madlibs (10 points total):** Students are required to post on BlackBoard an area in addiction research that they will be performing a literature review on. Details on how to accomplish this activity is available on BlackBoard.

   b. **Tabling Exercise (10 points total):** Students are required to summarize the literature they read in an excel file pre-made by the instructor (see BlackBoard for the pre-made excel file and detailed instruction). Summarizing the articles read in one area will help the student find the similarities and differences across different studies, which should help the student further identify the gaps in the literature.

   c. **Review Article Paper (20 points total):** Students are required to write a review article that summarizes the literature on their chosen subfield, identify the strengths, weakness, and gaps in the literature of the chosen subfield, and propose areas for future research. Details and instructions are available in BlackBoard.
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<tr>
<th>Course Assignment</th>
<th>Points</th>
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<tr>
<td>Discussion Posts</td>
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<tr>
<td>Discussion Leader / Presentation</td>
<td>20</td>
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<tr>
<td>Class Attendance and Participation</td>
<td>10</td>
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<tr>
<td>Project Proposal Madlibs</td>
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<tr>
<td>Tabling Exercise</td>
<td>10</td>
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<tr>
<td>Review Article Paper</td>
<td>20</td>
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<tr>
<td><strong>Total Points</strong></td>
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**Grading Scale**

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<tr>
<th>Points Range</th>
<th>Grade</th>
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<tr>
<td>90 points and above</td>
<td>A range</td>
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<td>80 to 89</td>
<td>B range</td>
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<tr>
<td>70 to 79</td>
<td>C range</td>
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<td>60 to 69</td>
<td>D range</td>
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<tr>
<td>59 below</td>
<td>F range</td>
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**POLICY ON CLASS ATTENDANCE AND PARTICIPATION:** Your attendance and participation in class is mandatory. We will conduct the class in seminar format, although the instructor may at times present some material in lecture. Because the class is conducted in a seminar format, your own learning and the class’s learning is dependent on what you bring to the table. The class is envisioned to be driven by the students’ interests, using the topical structure provided by the instructor. I hope that the class will read the primary material with an eye toward the discussion questions for each reading. This means reading and taking notes on the articles so that a meaningful discussion will follow. **Note: if this discussion does not happen naturally, or if the class obviously have not read the readings such that no meaningful discussion takes place, I will help it along by requiring class members to write out answers to the discussion questions or having an impromptu essay quiz.** To avoid this unnatural prodding, it will be necessary for the class to take notes while reading and be prepared to discuss the answers to the questions pushing the discourse in ways that interest the class (and the class instructor).

In a seminar course, everyone shares the responsibility for teaching everyone else. The most effective learning occurs when each individual contributes to the experience of the class. If the intrinsic motivation is not enough incentive, please note in the grading system presented above that a substantial percentage of your grade is determined by leading and participating in class discussions. In the event that you cannot come to class due to unforeseen circumstances, I encourage you to Skype in IF humanly possible.

**UNIVERSITY POLICIES**

**AMERICANS WITH DISABILITIES ACT (ADA)**
Any student who, because of a documented disability, may require special arrangements in order to meet course requirements **should contact the instructor within the first week of the semester.** Students should email the instructor the Letter of Accommodation from Student Disability Services. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office at Box 45007, 335 West Hall, Lubbock, TX 79409-5007; 806-742-2405; sds@ttu.edu

**NONDISCRIMINATION POLICY**
Texas Tech is committed to the principle that in no aspects of its programs shall there be differences in the treatment of persons because of race, creed, national origin, age, sex, or disability, and that equal opportunity and access to facilities shall be available to all.

**STUDENT ABSENCE FOR OBSERVATION OF RELIGIOUS HOLY DAY**
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent for the observance of a religious holy day shall be allowed to take an exam scheduled for that day within a reasonable time after the absence. A student may not be penalized for such an absence, but the instructor may respond appropriately if the student fails to complete the task satisfactorily. See OP 34.19.

**ACADEMIC INTEGRITY**
Texas Tech University is committed to a high standard of integrity and therefore, academic honesty is expected. On exam days, you can expect to put your bags, backpacks, purses, caps, cell phones, PDAs, and pagers in the front or side of the classroom. If you are uncomfortable with handling your possessions in this way, please leave them at home. “‘Academic dishonesty’ includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.” Since dishonesty harms the individual, fellow students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

http://www.depts.ttu.edu/studentjudicialprograms/AcademicIntegrity.htm

Students can also consult the Texas Tech Operating Procedures manual for further information:
http://www.depts.ttu.edu/opmanual/OP34.12.pdf

Any student who breaks the academic integrity policy (ex: cheating on a test or quiz) will receive a grade of “0” points for the assignment, and will be required to meet with the instructor to determine further consequences. Consequences include, but are not limited to failing the course, being reported to the Dean of Students, or being reported to the Student Judicial Committee.

PLAGARISM
Plagiarism occurs when a student submits work that is not his or her own. This includes copying from printed materials, websites, or from other people. Any assignment containing plagiarized material will automatically be graded as zero. Plagiarism may also result in failing the entire course. Students will be required to meet with the instructor to discuss the circumstances of the offense and related consequences. Students who are found to have unintentionally plagiarized an assignment will receive no credit, while students who intentionally or repeatedly plagiarize will receive a grade of zero points and will be reported to the Student Judicial Committee. Students who do not thoroughly understand methods of proper documentation should request assistance from the instructor. The TTU Library has a resource on avoiding plagiarism at the following website: http://library.ttu.edu/ul/cswrc/wr_plag.php

Grades of "I" (incomplete) will not be given to students who merely do not come to class, have failed to satisfactorily complete the course, or who beg, bother, or otherwise pester this instructor. Refer to the University's policy regarding incompletes for further information.

Please note that unsuccessful completion of this class or course completion of at least 60% of the semester, may result in repayment of all or part of your student financial aid. For further information, please contact Student Financial Aid, 806-742-3681, or finaid.advisor@ttu.edu.
<table>
<thead>
<tr>
<th>DAY</th>
<th>Class</th>
<th>Topics, Required Readings, Optional Readings (*), and Preparatory Readings (IP)</th>
<th>Deadline</th>
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| Aug. 27 | 1 | **Class introduction; Syllabus & Requirements; Madlibs Requirement for Next Week**  
**Assignment of student discussion**  
**Types of drugs: Pharmacokinetics and pharmacodynamics; harm and drug classification:**  
| Sept. 3 | 2 | **Brief Discussion of Madlibs Project Proposal**  
**Epidemiology and Consequences of Addiction:**  
**Defining Addiction**  
*) DSM-V chapter on substance use disorders.  
**Comorbidity, Common Factors and SUD: Is “addiction” one or many?**  
IP) Any Introduction to Psychology Textbook: Topic: Abnormal Psychology / Psychopathology  
| Sept. 10 | 3 | **Genetic vulnerability and Substance Use Disorders (SUD)**  
IP) Any Introduction to Psychology Textbook: Topic: Genetics / Behavioral Genetics  
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<th>Date</th>
<th>Topic</th>
<th>Details</th>
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**) Sample of studies/concepts on emotional issues associated with substance use disorders:
<table>
<thead>
<tr>
<th>Oct. 1</th>
<th>Student Presenter: ________________________________________________</th>
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<tbody>
<tr>
<td>6</td>
<td><strong>Human Development, Adolescence, and SUD</strong></td>
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<tr>
<td></td>
<td>IP) Any Introduction to Psychology Textbook: Topic: Human Development</td>
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<p>| Student Presenter: ________________________________________________ |</p>
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<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
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*) https://store.samhsa.gov/series/tip-series-treatment-improvement-protocols-tips

**Student Presenter:** __________________________________________________

**Are SUD Treatments Effective?: The Case of Project MATCH**


*) https://pubs.niaaa.nih.gov/publications/ProjectMatch/matchIntro.htm


**Student Presenter:** __________________________________________________

**Treatment Seeking Behaviors and SUD**

a) General Literature on Barriers to Treatment and Reasons for Treatment

1) Choose ONE:


b) Stigma

2) Choose ONE:


c) **Hitting “Rock Bottom” and Compulsory Treatment**


**Student Presenter:**

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**Stages of Change, Motivational Interviewing, & Brief Motivational Interventions**


*) Students can research interventions such as Motivational Interviewing, Motivational Enhancement, BASICS, and SBIRT and how it is conducted.

**Student Presenter:**

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**Behavioral and Cognitive Treatments of SUD**

IP) Any Introduction to Psychology Textbook: Topic: Psychological Treatments


3) Mindfulness, Choose ONE:


*) Dialectical Behavior Therapy

**Student Presenter:**

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Other Forms, Other Treatments, and Other Issues with SUD Treatments

1) Adolescents and Couples and Family Therapy, Choose ONE:


Student Presenter: __________________________________________

Medications and Medication-Assisted Treatments


Student Presenter: __________________________________________

12 Step and Other Self-Help Groups


2) CHOOSE ONE according to your interest:


**Student Presenter: ____________________________**

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**Nov. 12 12**

**Behavioral Addictions**
*) Specific behavioral addiction review articles uploaded on BlackBoard.

**Student Presenter: ____________________________**

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**Diversity Issues in Substance Use and Treatment**

**Student Presenter: ____________________________**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Nov. 26</td>
<td>Paper &amp; Excel Table deadline</td>
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<td></td>
<td>Synthesis – So what is “addiction”? What is the “best” treatment, if it can even be treated? What is “recovery”, how do I get there, and can I stop “being in recovery?”</td>
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<td>Student Initiated Topics</td>
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<tr>
<td>Dec. 4</td>
<td>15</td>
<td><strong>Student Initiated Topics</strong></td>
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NOTE: While not expected, it should be noted that lecture topics may change dates and that other changes may be made to the schedule above; if so, you will be informed and given a new copy of the syllabus schedule.