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|-----------------------------------|--|
| <b>COURSE TITLE:</b>              | Diagnosis and Treatment of Addictive Disorders |
| <b>COURSE NUMBER AND SECTION:</b> | PSY-709  |
| <b>CREDIT HOURS:</b>              | 3 Credit Hours                                 |
| <b>COURSE SECTION SCHEDULE:</b>   | Spring 2025, Thursday 1 PM to 4 PM<br>16-101   |
| <b>PREREQUISITES:</b>             | None   |
| <b>CO-REQUISITES:</b>             | None   |
| <b>INSTRUCTOR NAME:</b>           | Michael Madson Ph.D.                           |
| <b>OFFICE HOURS:</b>              | Thursday 11 PM – 1 PM; By appointment          |
| <b>CONTACT INFORMATION:</b>       | mmadson@adler.edu                              |

**COURSE DESCRIPTION:**

This course is designed to provide an introduction to substance use, and other addictive disorders. Included is an overview of the information needed to screen and assess clients, along with the treatment models of addictive disorders. Participants will be able to recognize the signs and symptoms of substance use, misuse, substance use disorder, and co-occurring disorders. The understanding of the basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the historical development of alcohol and other drug usage, self-help groups, and treatment delivery systems.

**PROGRAM AND PROFESSION-WIDE COMPETENCIES**

**Intervention**

- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature
- Implement interventions informed by assessment findings
- Implement interventions informed by diversity characteristics, and contextual variables.
- Apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking
- Evaluate intervention effectiveness
- Adapt intervention goals and methods consistent with ongoing evaluation

**Ethical and Legal Standards**

- Demonstrates knowledge of the current version of the APA Ethical Principles of Psychologists and Code of Conduct
- Demonstrates knowledge of the relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels
- Demonstrates knowledge of the relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise

- Apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

### **Individual and Cultural Differences**

- Demonstrate knowledge of the current theoretical and empirical knowledge-base as it relates to addressing diversity when providing psychological service
- Ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

### **Communication and Interpersonal Skills**

- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated
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### **COURSE LEARNING OBJECTIVES:**

Upon completion of this course, the student should be able to do the following:

1. Appreciate the importance of social justice initiative for individuals struggling with addiction.
2. Integrate the current literature and practice regarding epidemiology, etiology, prevention, and treatment of substance use and addiction into clinical practice.
3. Express basic understanding of the several etiological models of substance use and addiction including biological, psychological, sociocultural, and biopsychosocial models.
4. Communicate basic understanding of the current psychological assessment tools and medical technology available to assess the pathology associated with alcohol and drug problems.
5. Discuss evidence-based assessment, prevention, harm reduction, and treatment of substance use and misuse.
6. Identify how to integrate brief interventions for substance use within general mental health practice.

### **TEXTBOOKS AND MATERIALS**

#### **REQUIRED TEXTBOOK (S)**

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2019). *Treating Addictions: A Guide for Professionals (2<sup>nd</sup> ed)*. New York: Guilford Press.  
ISBN 9781462540440

**REQUIRED READINGS FOUND IN CANVAS**

- Collins & Clifasefi (2023). *Harm reduction treatment for substance use disorders (pp. 1-19)*. Hogrefe Publishing. New Port: MA
- Kelly, J. F., Saitz, R., & Wakeman, S. (2016). Language, substance use disorders, and policy: The need to reach consensus on an “addiction-ary.” *Alcoholism Treatment Quarterly*, 34(1), 116–123. <https://doi-org.lynx.lib.usm.edu/10.1080/07347324.2016.1113103>
- Kelly, J. F., & Westerhoff, C. M. (2010). Does it matter how we refer to individuals with substance-related conditions? A randomized study of two commonly used terms. *International Journal of Drug Policy*, 21(3), 202–207. <https://doi-org.lynx.lib.usm.edu/10.1016/j.drugpo.2009.10.010>
- Liese & Beck (2022). *Cognitive behavioral therapy of addictive disorders (pp. 15-23)*. Guilford Press. New York
- Marlatt, G.A., Bowen, S. W., & Witkiewitz, K. (2009). Relapse prevention: Evidence base and future directions. In Miller, P. M. (Ed.) *Evidence-based Addiction Treatment*. Elsevier. Boston.
- Washton, A. M., & Zweben, J. E. (2023a). Why treat alcohol and drug problems in psychotherapy practice. *In Treating alcohol and drug problems in psychotherapy practice: Doing what works (pp. 3-11)*.
- Washtin A. M., & Zweben, J. E. (2023b). Psychopharmacology of psychoactive substances. *In Treating alcohol and drug problems in psychotherapy practice: Doing what works (pp. 28-57)*.

**VALUABLE WEBSITES**

- American Board of Professional Psychology Addiction Psych: <https://abpp.org/application-information/learn-about-specialty-boards/addiction-psychology/>
- National Institute on Alcohol Abuse and Alcoholism: <https://www.niaaa.nih.gov/>
- National Institute on Drug Abuse: <https://nida.nih.gov/>
- Recovery Research Institute Addictionary: <https://www.recoveryanswers.org/addiction-ary/>
- SMART Recovery: <https://smartrecovery.org/>
- Substance Abuse and Mental Health Services Administration: <https://www.samhsa.gov/>

**INSTRUCTIONAL METHODS:**

Course is taught in lecture format with variety of discussions, videos, instructional activities, and other assignments throughout.

**DELIVERY METHOD:**

On-the ground/on campus

**ATTENDANCE:****Fall/Spring Semesters**

Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class should notify the instructor in advance. Students who miss more than two unexcused class sessions, or an accumulation of 5 hours of class time due to late arrival or tardiness may receive a grade of “F” (Fail) and may be required to repeat the course. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade at the discretion of the

faculty instructor. In those instances in which a class is offered on a weekend intensive format (that is, three or fewer class meetings in a semester), missing one class may result in a grade of “F” (Fail). Due to the unique structure of the practicum seminar courses, students who miss more than one class session in a semester may receive a grade of “NC” (No Credit) and may be referred to the Training Committee for review.

### **Summer Semester**

Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class should notify the instructor in advance. Students who miss more than two unexcused (or one 5-hour per week) class sessions may receive a grade of “F” (Fail) and may be required to repeat the course. Students who miss more than two unexcused class sessions, or an accumulation of 5 hours of class time due to late arrival or tardiness may receive a grade of “F” (Fail) and may be required to repeat the course. In those instances in which a class is offered on a weekend intensive format (that is, three or fewer class meetings in a semester), missing one class may result in a grade of “F” (Fail). Due to the unique structure of the practicum seminar courses, students who miss more than one class session in a semester may receive a grade of “NC” (No Credit) and may be referred to the Training Committee for review.

### **GRADING AND EVALUATION:**

Grading Scale:

| Course Points | Letter Grade |
|---------------|--------------|
| 147-150       | A            |
| 135-146       | A-           |
| 127-134       | B+           |
| 120-126       | B            |
| 115-119       | B-           |
| 105-114       | C            |
| 90-104        | D            |
| < 90          | F            |

1. In order to pass successfully each PsyD course students are required to meet the minimal level of achievement, which is a grade of B. In courses or seminars where letter grades are not used, the minimal level of achievement to pass is a grade of “Credit” (CR).
2. Students who receive a grade of C or below in a required course must retake the course and pass it with a grade of at least B. If the course is an elective, the student has the option to retake the course and achieve a grade of at least B or elect a different elective and pass it with a grade of at least B. Students who receive a grade of No Credit (NC) are required to retake the course or seminar.
3. None of the courses with a grade of B- or below, or NC will meet the requirements for the completion of the PsyD degree.
4. Students can appeal their grade by following the Grade Appeal Policy.
5. Students who receive a grade of B- or below, or NC are referred to the Student Development Committee.

It is expected that as graduate students all students will actively participate in class. As this is a general expectation of graduate school, no credit will be given for class participation. However, at the discretion of the instructor, up to 5% of the grade of the course can be deducted if a student does not actively participate in class and does not contribute to class discussion with original comments (the student's own opinions and thoughts).

Students are expected to complete two course evaluations. One at mid-term and one at the end of the term.

**Student performance will be evaluated based upon the following criteria.**

**Assignment point value**

|                                   |              |            |
|-----------------------------------|--------------|------------|
| Drug Presentation                 |              | 20         |
| Clinical Case Discussions         | 4 X10 points | 40         |
| Behavioral Addiction Presentation |              | 40         |
| <u>Exam</u>                       |              | <u>50</u>  |
|                                   |              | 150 points |

**COURSE RUBRIC:**

The PsyD Program assesses student learning in each course through the completion of course rubrics. These rubrics are congruent with the Standards of Accreditation in Health Service Psychology profession-wide competencies. The following competencies are included in this course: **Intervention, Ethical and Legal Standards, Individual and Cultural Differences, Communication and Interpersonal Skills**

**ASSIGNMENTS:**

**Group Presentation – Drug:** You will be randomly assigned in Canvas to a pair or small group who will be responsible for presenting a particular category of a psychoactive substance (e.g., stimulants). The purpose of this assignment is to help you demonstrate understanding of the basic concepts relating to the influence of psychoactive substances on human emotion, behavior and health. These presentations should be based on research literature, interactive/engaging and creative. Presentations should be **20-25** minutes each. Your group will also produce a handout that outlines the information in your presentation and that also includes your references. You should have at least 5 references for this presentation that can include, book chapters, journal articles, and other scientific resources from NIDA/NIAAA. **REFERENCES MUST COMPLY WITH THE APA GUIDELINES. See pages 10-11 for requirements and grading rubric.**

- Group 1: Alcohol and CNS depressants:
- Group 2: Cannabis & other cannabinoids
- Group 3: Hallucinogens:
- Group 4: Opiates:
- Group 5: Stimulants:

**Clinical Case Discussion:** There will be 4 small group clinical case discussions required throughout the semester to help you think analytically about and apply course information. For each client case discussion, you will be randomly assigned to a discussion group with a small group of peers. For each case discussion, you will:

1. Be presented with a case background and 2-3 questions related to the course material.
2. Collaboratively work to answer the questions based on your discussion in relation to class material – be sure to back your assertions/responses with concrete course material (readings, lecture, videos) versus opinions. Your responses should reflect your group's attempt to work through and critically think about the case like a psychologist would!
3. Present your conclusions/responses to the larger class for further discussion.

See page 12 for more details on this activity.

**This assignment is intended to help you think like a clinician using your knowledge and evidence!**

**Group Presentation & Discussion – Behavioral and Process Addiction:** You will be assigned to a group that will be responsible for presenting a particular behavioral or process addiction. These presentations should be research based, engaging, and creative. Presentations should be about **30 minutes each** – plan accordingly. This presentation should address (a) description and characteristics, (b) specific screening/assessment/evaluation issues, (b) specific treatment processes and strategies, (c) evidence or controversies related to the addiction, and (d) specific characteristics or needs with diverse populations. Your group will also produce a handout that outlines the information in your presentation and that also includes your references. You should have at least 10 references for this presentation that can include, book chapters, journal articles, and scientific references (e.g., SAMSHA, NIDA, NIAAA). **REFERENCE LIST MUST COMPLY WITH THE APA GUIDELINES.** See page 14-15 for specifics about this assignment and grading rubrics.

- Group 1: Buying/Shopping
- Group 2: Gambling
- Group 3: Gaming
- Group 4: Sex
- Group 5: Smartphone/internet/social media

**Final Exam:** There will be one 50 question online final cumulative exam that will cover the material presented during the semester (e.g., reading, lecture, videos). Individually you will complete the multiple-choice questions. You will have 60 minutes to complete the exam that is NOT open book. The exam portal will be open from 7AM THURSDAY to 7 AM FRIDAY. The exam window is open 24 hours. **Please be sure to remind me if you have testing accommodation.**

## COURSE POLICIES

It is my goal to promote and maintain a comfortable, collaborative, and respectful learning environment. In this course, all students are expected to:

- Communicate respectfully and professionally with all students & Dr. M.
- Review materials (e.g., syllabus) before asking questions that may have already been answered.
- Prepare for class each week and be ready to use what you've learned.
- Submit all assignments on time.
- Ask questions and actively participate in class.

As I have high expectations for all my students, it is only fair you should have high expectations for me! In this course, I commit to:

- Communicating respectfully and professionally with all students.
- Putting my best effort into explaining topics and answering questions.
- Providing thoughtful, timely feedback on your assignments.
- Responding to all email messages within 48 business hours (not including weekends ☺).

## INSTITUTIONAL AND DEPARTMENT/ PROGRAM POLICIES:

PsyD Program Policies can be found in the PsyD Program Policies Handbook  
<https://connect.adler.edu/academiclife/academics/clinicalpsyc/Pages/default.aspx>

Program information can be found in the PsyD Program Student Handbook  
<https://connect.adler.edu/academiclife/academics/clinicalpsyc/Pages/default.aspx>

University Policies can be found in the Catalog & Student Handbook  
<http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook>

## ACADEMIC HONESTY

Adler University seeks to establish a climate of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student *must* be documented through required scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of work done partially or entirely by another, as well as resubmission of work done by a student in a previous course or for a different professor, to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment, examination, or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action, up to and including dismissal from the school.

Student Handbook: <http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook>.

### STUDENTS WITH DISABILITIES (ADA Compliance)

It is the policy of Adler University to offer reasonable accommodations to students with qualified disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 and the B.C. Human Rights Code. **If a student with a disability wishes to receive accommodations in order to participate in the courses, programs, or activities offered by the University, the student may request accommodations by contacting [disabilityoffice@adler.edu](mailto:disabilityoffice@adler.edu) or Student Affairs [studentaffairs@adler.edu](mailto:studentaffairs@adler.edu).** The use of these services is voluntary and confidential. Students must request accommodation prior to the implementation of needed accommodation. Accommodations cannot be applied retroactively.

Catalog & Student Handbook: <http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook>

### SEXUAL HARASSMENT AND SEXUAL VIOLENCE POLICY: Disclosure and Mandated Reporting

The Adler University Sexual Harassment and Sexual Violence Policy is available at [[adler.edu/title9](http://adler.edu/title9)]. **This policy addresses how information about sexual violence/sexual misconduct that is shared with any Adler University faculty and staff must be reported to the Title IX Coordinator, Ms. Julie Proscia ([jproscia@adler.edu](mailto:jproscia@adler.edu)).**

### RELIGIOUS HOLIDAYS POLICY

#### Purpose

1. Adler University values its diverse community and wishes to formalize its practices on accommodation for religious observances by students.
3. These guidelines do not include similar flexibility for secular, moral or ethical beliefs or political convictions.
4. These Guidelines outline a process for addressing religious observances that conflict with the scheduling of a student's academic or course-specific requirements. It is intended to assist in responding to students' religious observances while ensuring that the integrity of the course or program of study is not compromised. The term "reasonable/suitable accommodation" or "flexibility" used in these Guidelines will depend on the facts and the circumstances present in each individual case.

**Religious Obligations Conflicts with Class Attendance, Assignments, or Scheduled Exams**  
Students who experience a conflict between a religious obligation and scheduled assignments, tests, mid-term examinations, final examinations, or requirements to attend classes should be accommodated. Students requiring academic accommodation are directed to contact the instructor in charge of the course within the first week of classes to identify conflicts and make alternative arrangements. (In the absence of a simple and dignified way to determine the validity of individual claims, the claim of religious conflict should be accepted at face value.) When a request for accommodation cannot be resolved between the student and the faculty member, the Program Director is identified as a mediator.



Faculty members are encouraged to include precise instructions regarding their own policies for these circumstances in their syllabus and call attention to the requirement for early, timely arrangements. If an exam is scheduled on a religious holiday, the faculty member is encouraged to provide a suitable option for the affected students. Other reasonable and appropriate adjustments to the course meeting and assignment schedule may be made by the course instructor. Classes missed to observe a religious holiday should be counted as an excused absence. The specific accommodations employed may vary from course to course depending upon factors such as the size of the class, nature of the course content, and mode of instruction. All faculty in all courses are expected to create a class-specific accommodation policy which strives to maintain a climate of essential fairness to all members of the class. It is also expected that faculty work with students to be flexible on an individual basis.

In the event that students are somewhat tardy in informing faculty of their religious observance obligations, faculty may accommodate them where practical. Faculty are encouraged to announce the specifics of class policies to students and include it as part of the course syllabus so that they can notify you of any conflicts as soon as possible. If accommodations cannot be resolved between a student and a faculty member, the chief academic officer of that campus shall make a decision.

**COURSE CALENDAR:**

| <b>Date</b>     | <b>Topic/ Activity</b>   | <b>Reading/Class Prep</b>  | <b>Assignment/Activity</b>                            |
|-----------------|--|--|---|
| Week 1<br>1/9   | Syllabus, Success in this course, careers in addiction psych, addiction stigma | Kelly et al., 2016; Kelly & Westerhoff (2010)<br>Review Addictionary webpage | <b>Individual Introductions &amp; Discussion</b>      |
| Week 2<br>1/16  | What is addiction & why treat it?  | Chapter 1 & 2<br>Washton & Zweben (2023a)                                    |   |
| Week 3<br>1/23  | How do Drugs Work & Drug Classifications                                       | Chapter 3<br>Washton & Zweben (2023b)  | <b>Drug Presentations</b>                             |
| Week 4<br>1/30  | Screening & assessment   | Chapter 5  |   |
| Week 5<br>2/6   | Diagnostic issues & co-occurring disorders                                     | Chapter 20   | <b>Case Discussion 1</b>                              |
| Week 6<br>2/13  | Treatment modalities and client placement & readiness to change                | Chapter 4 & 7  |   |
| Week 7<br>2/20  | Motivational interviewing  | Chapter 10   | <b>Case Discussion 2</b>                              |
| Week 8<br>2/27  | Screening, brief intervention & referral to treatment (SBIRT)                  | Ch 9   |   |
| Week 9<br>3/6   | Harm Reduction & mutual help groups  | Chapter 17<br>Collins & Clifasefi (2023)                                     | <b>Case Discussion 3</b>                              |
| Week 10<br>3/13 | Relapse prevention   | Marlatt et al., (2009)   |   |
| Week 11<br>3/20 | Cognitive Behavioral approaches  | Ch 11 & 13   |   |
| Week 12<br>3/27 | Work on Presentations – No Class   |  | <b>Case Discussion 4 Online over discussion board</b> |
| Week 13<br>4/3  | Behavioral and Process Addiction Presentations                                 |  |   |
| Week 14<br>4/10 | Behavioral and Process Addiction Presentations                                 |  |   |
| Week 15<br>4/17 | Final Exam   |  |   |

## **Substance Category Presentation Guidelines & Rubric**

### **General Guidelines**

1. Employ various methods in presenting (remember to make this presentation as interesting as possible). Be creative, but realistic. The use of charts, tables, figures, PowerPoint, etc. to capture information in a succinct manner is encouraged.
2. Create a handout for your audience.
3. Each presentation should be 20-25 minutes in length. Each group member should contribute to the group's presentation and be prepared to address questions about the entire presentation as opposed to one section. This will require that each group member understand the entire presentation and promote true collaboration.
4. Include a reference section that is consistent with the American Psychological Association Guidelines.

### **Presentation Guidelines** (adapt these so they are relevant to your presentation topic)

1. Background & Use of the substances – **10 points**
  - a. Identify the types of substances that fall into this category?
  - b. What are the street/slang names for the various drugs in this category?
  - c. Discuss, if any, legal and social justice issues associated with this category of drugs?
  - d. What are the main routes of administration for these substances?
  - e. What are the medicinal and recreational uses of these substances?
  - f. What effect does it have on the brain?
  - g. What effect does the substance have on affect and behavior?
  - h. Discuss tolerance, cross tolerance, etc.
2. Intoxication – **4 points**
  - a. What are the physical signs of intoxication?
  - b. What are the behavioral effects/changes?
3. Withdrawal – **4 Points**
  - a. What do the withdrawal symptoms look like – if present?
  - b. What behavioral symptoms are associations?
  - c. What physical symptoms are present?
4. Presentation Style – **2 points**
  - a. To what extent is the presentation organized?
  - b. Was the presentation interactive?
  - c. Were all group members prepared?

Drug Category Presentation Grading Rubric

| Criteria                          | Exemplary   | Accomplished  | Developing   |
|-----------------------------------|---|---|--|
| Background & Use of the Substance | 10 pts<br>Provided a thorough and comprehensive description. Covers the required information. This information is presented concisely.  | 5 pts<br>Information was unclear. Important elements were missing. Not presented concisely.   | 0 pts<br>Limited information was presented and superficial fashion. Missed key information.  |
| Intoxication                      | 4 pts<br>Provided a thorough and comprehensive description. Covers the required information.  | 2 pts<br>Information was unclear. Important elements were missing.  | 0 pts<br>Limited information was presented and superficial fashion. Missed key information.  |
| Withdrawal                        | 4 pts<br>Provided a thorough and comprehensive description. Covers the required information.  | 2 pts<br>Information was unclear. Important elements were missing.  | 0 pts<br>Limited information was presented and superficial fashion. Missed key information.  |
| Presentation style                | 2 pts<br>Well organized and presented in logical sequence. Information was presented concisely and was easy to understand. All group members were prepared. Includes the required number of references. Met time requirements. Avoids Stigmatizing language | 1 pts<br>Hard to follow and sequence seemed disjointed. Hard to follow and understand at times. Some group members did not seem prepared. Did not include the required number of references/not credible references. Slightly above or below time requirements. | 0 pts<br>Could not follow presentation and there appeared to me no logical sequence. One group member provided the majority of the presentation. Provided no references. Significantly above or below time requirements. Uses stigmatizing language. |

## Group Case Discussion Guidelines

1. Be sure to be an active contributor to your group.
2. Your contribution should be open-ended and designed to facilitate meaningful discussion.
3. Your contribution should demonstrate that you read the material, listened to lectures, integrated the material to think critically about the case.
4. You should **directly and explicitly** refer to and include points from class material (e.g., reading, lecture, videos/interviews) covered prior to and during the week of a discussion.
5. Demonstrate effective communication skills with your peers to “work the case” and answer the specific questions related to the case.

Discussion Post Grading Rubric

| Criteria                                      | Exemplary   | Accomplished   | Developing   |
|---|---|--|--|
| Level of Engagement                           | 3 pts<br>Demonstrates active involvement by providing discussion points and replying to peers' points.                    | 1.5 pts<br>Offers personal perspective but limited response to peers.  | 0 pts<br>Does not offer any contribution to the discussion.  |
| Integrate class material                      | 3 pts<br>Points supported by direct & concrete reference to at least 3 points from course materials.                      | 1.5 pts<br>Points vague or incomplete connections to class materials.  | 0 pts<br>Does not incorporate class material.  |
| Thoughtful contribution to learning community | 3 pts<br>Thoughtful responses or novel ideas that generate new ideas and group discussion.                                | 1.5 pts<br>Vague responses to peers that do not motivate a response. Simply restates what others have posted.                    | 0 pts<br>Only makes a statement of agreement/disagreement with no additional discussion.                                       |
| Professional communication and etiquette      | 1 pts<br>Interactions show respect and sensitivity to peers. Demonstrates ability to effectively communicate perspective. | 5 pts<br>Shows limited respect and interest in the viewpoints of others. Shows some difficulty communicating points effectively. | 0 pts<br>Interactions show disrespect for the viewpoints of others. Communication style does not demonstrate effective skills. |

## **Behavioral/Process Addiction Presentation Guidelines**

### **General Guidelines**

1. Employ various methods in presenting (remember to make this presentation as interesting as possible). Be creative, but realistic. The use of charts, tables, figures, PowerPoint, etc. to capture information in a succinct manner is encouraged.
2. Create a PowerPoint presentation.
3. Each presentation should be about 30 minutes in length. Each group member should contribute to the group's presentation.
4. Include a reference section that is consistent with the American Psychological Association Guidelines.

### **Presentation Guidelines** (adapt these so they are relevant to your presentation topic)

1. Addiction description and defining characteristics – **15 Points**
  - a. Behavioral define the addiction and key features/symptoms.
  - b. Discuss any evidence or controversies with the addiction.
  - c. Discuss any contextual characteristic or needs for diverse populations.
2. Screening/assessment/evaluation – **10 points**
  - a. Discuss how to screen for the addiction.
  - b. Review any assessment tools or how to use mainstream measures (e.g., MMPI).
3. Treatment – **10 points**
  - a. Describe methods to prevent the addiction or reduce harm.
  - b. Review the psychological treatments.
  - c. Discuss the evidence base for these interventions.
4. Presentation Style – **5 points**
  - d. To what extent is the presentation organized?
  - e. Information was presented in an understandable way.
  - f. Were all group members prepared?
  - g. All group members participated.
  - h. Questions were answered sufficiently.

## Behavioral Addiction Presentation Grading Rubric

| Behavioral Addiction Presentation Grading Rubric |  |   |  |
|--|--|---|--|
| Criteria   | Exemplary  | Accomplished  | Developing   |
| Description and defining characteristics         | 15 pts<br>Provided a thorough and comprehensive description. Covers the required information. This information is presented concisely.   | 7.5 pts<br>Information was unclear. Important elements were missing. Not presented concisely.   | 0 pts<br>Limited information was presented and superficial fashion. Missed key information.  |
| Screening and assessment                         | 10 pts<br>Provided a thorough and comprehensive description. Covers the required information.  | 7.5 pts<br>Information was unclear. Important elements were missing.  | 0 pts<br>Limited information was presented and superficial fashion. Missed key information.  |
| Prevention, harm reduction and treatment         | 10 pts<br>Provided a thorough and comprehensive description. Covers the required information.  | 2.5 pts<br>Information was unclear. Important elements were missing.  | 0 pts<br>Limited information was presented and superficial fashion. Missed key information.  |
| Presentation style                               | 5 pts<br>Well organized and presented in logical sequence. The information was presented concisely and was easy to understand. All group members were prepared. Includes the required number of references. Met time requirements. | 2.5 pts<br>Hard to follow and the sequence seemed disjointed. Hard to follow and understand at times. Some group members did not seem prepared. Did not include the required number of references/not credible references. Slightly above or below time requirements. | 0 pts<br>Could not follow presentation and there appeared to me no logical sequence. One group member provided the majority of the presentation. Provided no references. Significantly above or below time requirements. |