

Current Topics in Clinical Psychology: Addictive Behaviors

(PSYCH 477-001) Fall 2019

Time: Mondays and Wednesdays, 2:30-4

Room: 373 Lorch Hall

Dr. Ashley N. Gearhardt

Office: 2268 East Hall

Phone: 734-647-3920

Office Hours: Thursdays 4-5 pm

Email: agearhar@umich.edu

Course Description:

The topic of addiction is often a controversial one. Can you be addicted to chocolate? Porn? Video games? We will be exploring 1) the historical and societal understanding of what is considered addictive, 2) the public health consequences and policy approaches to addiction, 3) the biological, psychological and social mechanisms underlying addiction, 4) the current debates about what is or is not considered addictive (e.g., food, sex) and 5) treatment for addiction. This course is designed for upper-level undergraduate students in psychology.

Course Readings:

This class has a **heavy** reading load. It is hard work and will emphasize academic journal publications. These readings will be available on Canvas. Please note that the reading in this course is challenging and at a graduate level.

Course Requirements:

Students will be evaluated through 4 assignments 1) class participation (including Iclicker points and printed questions) (20 points), 2) 3-4 page paper on a South Park Episode (20 points), 3) a group class presentation and paper (30 points), and 4) a 8-10 page final paper (30 points).

The main focus of this course is active engagement with the material. Participating in class discussions is an **essential** part of your grade.

I>Clickers:

I am very interested in your thoughts, opinions and feedback. In most classes, I will ask one or more questions using I>Clicker technology. This will serve three purposes 1) it will allow me to assess your responses anonymously to learn more about your thoughts on different topics, 2) allow me to assess your understanding of the material, and 3) will allow me to assess class attendance and participation (see more info in the class participation section.)

You will need to get an I-Clicker).

- The i>clicker audience response system (clickers) will be used regularly in this class. i>clicker devices will be available for purchase from the Computer Showcase in the Michigan Union and Pierpont Commons.
- You can NOT share i>Clickers with other class members (you won't get credit)
- Do not bring someone else's i>Clicker and try and answer for them if they can't make it. THIS IS CHEATING. I will be keeping an eye out for people with more than one i>Clicker
- You will need to register your i>Clicker on Canvas (you can't register it on the i>clicker website)
- Do check Canvas frequently to make sure that your i>Clicker scores are uploading correctly. If you see an error in your i>Clicker grade (i.e., it did not register that you responded) you have 1 week to bring up this issue with me. After one week, I will not consider altering your i>Clicker credit. Do NOT wait until the end of the semester to make sure your i>clicker has been working.
- If you are having issues with your i>Clicker this is likely due to a few issues: 1) You have not registered your i>clicker on Canvas, 2) you are answering before polling has started (you will get a green light if your answer recorded and a red light if it has not), 3) you need to change the batteries for the i>clicker.
- For this class you must purchase a clicker device. **Personal devices with the web-clicker subscription may not be used in this class.**
- Students can explore additional information about clickers on this Student Guide: <https://docs.google.com/document/d/1g0B5MmeD7QvZC2lyOb2v9EANowaUnT2Y6akcyZliXQQ/edit>
- **GRADES USING THE I>CLICKER WILL BEGIN TO BE RECORDED STARTING ON 09/16. SO GET YOUR I>CLICKER AND REGISTER IT SOON!!!**

1. Class Participation. Given the seminar format of this course, class preparation and participation is essential. You are expected to fully participate throughout the term in routine activities such as class discussion and presentation of your ideas and reactions to our readings. You are allowed to miss **one** class meeting (only if necessary) without penalty. Additional absences beyond the most extenuating of circumstances (with accompanying documentation) will result in loss of participation points. **To help you participate in class, you will be required to bring a brief response or question in response to each of the assigned readings for that day to class. Make sure you have a response or question for each of the articles (aka do not only respond to one of the articles). Please print off your questions before class and ensure**

your name and the date is on the document. You will use these questions to aid your discussion and turn them into me at the end of class. I will begin tracking class participation using the i>clickers starting 09/16 [20 pts].

2. South Park. There is a surprisingly good South Park episode on addiction. Stan may be addicted to a cell phone game. You will be asked to watch the video and write a paper 3-4 page paper that reviews which of the diagnostic criteria Stan exhibits and your conclusion about whether Stan should meet the diagnostic criteria for addiction. *South Park does have adult content. If you do not feel comfortable watching this video, please let me know by Sept. 11th and I will provide you with an alternate assignment.* **Due date by Friday, Nov. 8 at 5pm turned in on Canvas. 5 points is deducted for every day the paper is late [20 pts]**

3. Class Presentations. The topics we will be discussing (e.g., alcohol abuse, prescription pill abuse, addictive eating) are some of the leading causes of preventable death in the world. I want you to figure out how best to get the word out and help people live healthier lives. Each student will be asked to join a team of 3 to 4 students. This team will choose a type of addiction covered in this course (e.g., smoking, sex addiction, food addiction). As a team you will develop a public service announcement (PSA) to educate others about this disorder. You can be creative here. For example, you could film a commercial, act out a skit in class, develop a magazine advertisement, etc. As a group, you will need to write up a paper (two to three pages) that provides the rationale for your approach to your PSA and lists the scientific basis for the information you provide with citations from empirical articles in your PSA. **Each presentation needs to have at least 3 pieces of scientific information that is supported by citations from 2 different empirical papers. This document needs to be emailed to me before class on the day of your presentation.** Additionally, we will be discussing what the scientific literature says about what makes health messaging campaigns more or less effective. We will spend a day in class researching this information together as a group to come up guidelines for empirically supported strategies for creating a PSA. When you are listening to other groups present their PSA, you will evaluate how effective or ineffective their PSA was based on the current state of the science. Peer evaluations will be taken into account as part of the grade [30 pts].

4. Final Paper. A final 8-10 paper will be due at the end of the course. This paper needs to be about addictive behaviors, but the form that it takes can be broad in nature. Examples of paper topics: a review of the research literature on EXERCISE addiction, an op-ed written for the Michigan Daily about food addiction and its role in obesity, an empirically supported treatment manual for pathological gambling, a discussion of how feminist perspectives inform our understanding of sex addiction or a policy proposal to reduce teenage smoking. Your paper must use and cite the scientific literature. You will need to get your paper topic approved by **Nov. 20th**. Your final paper is due **Dec. 13th** at 5 pm. (Note: Late submissions will lose 5 points for every day that it is late). Paper will be turned in electronically through Canvas [30 pts]

Letter grades will be assigned at the end of the course as follows:

A+ = 98.0 – 100 B+ = 87.0 – 89.9 C+ = 77.0 – 79.9 D+ = 67.0 – 69.9

A = 93.0 – 97.9 B = 83.0 – 86.9 C = 73.0 – 76.9 D = 63.0 – 66.9

A- = 90.0 – 92.9 B- = 80.0 – 82.9 C- = 70.0 – 72.9 D- = 60.0 – 62.9

F= 59.9 and below

Laptops and Phones: The use of laptops during class will **not** be permitted unless specifically allowed by the instructor. We will discuss this issue during the first class, but overall research suggests that using a laptop, regardless of how effectively it is used, is less effective for your learning. Beyond this research, laptops can also be very distracting to you and your classmates. Thus, in general, beyond the first class laptops will not be permitted. However, if you have a legitimate need for the use of a laptop due to any learning disabilities/differences, you will be permitted to use one. To do so, please speak with me.

Finally, *out of respect for the instructor and your fellow students, please turn off or silence all cell phones and other electronic devices during class. Please do not have your phone out during lecture. If your behavior with cell phones or other devices becomes distracting during class (i.e., you have them out or are using them), you will be asked to leave.*

My goal is not to be anti-technology or make class harder for anyone, but rather to make sure you have the best learning environment possible.

Override Policies: Due to the size restrictions of our room, I can offer very few overrides. Only those waitlisted students who attend the first day of class are eligible for an override. If you hope to receive an override, please come speak to me after the first lecture.

Special Accommodations: In order to promote learning across those with different learning styles and needs, we will provide reasonable special accommodations to students with verification forms provided by the University SSD office (<http://ssd.umich.edu/>). If you require special accommodations please provide a copy of the SSD verification form to me by **September 11, 2019**.

Extended Absences: If you know that you will have an extended absence (ex. student-athlete requirements, religious observations), please discuss this with me as soon as possible (**ideally, by September 11, 2018**).

Guidelines for Class Participation:

This is a class where I am very interested in your thoughts and opinions. For a successful course, it is essential that an atmosphere of respect is maintained. It is essential that you treat everyone in the classroom with respect and allow them a place to speak. We will be discussing controversial topics that may have strong feelings about. It is perfectly fine to express how strongly you feel about something, but you must allow others this same opportunity. If there is ever a time when

you feel I have not given you, the class, or the topic that level of respect and sensitivity, please let me know.

Additionally, we will be discussing topics surrounding addiction that you or someone you are close to may have a personal struggle with. Our goal is to approach the topics of addiction from a scientific perspective, thus we will prioritize data, hypotheses, etc. over the use of personal anecdotes. If you do disclose personal information in the classroom, I cannot guarantee that it will stay private and confidential. Please be very thoughtful and cautious about self-disclosure in the classroom. At times this disclosure can be helpful in a discussion, but often it can detract from your learning. If the content of this class brings up any concerns for you regarding personal issues surrounding mental illness or addiction, please feel free to come and speak to me during office hours (or to set up another time to meet with me).

1. Respect others' rights to hold opinions and beliefs that differ from your own. Challenge or criticize the idea, not the person.
2. Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
3. Be courteous. Don't interrupt or engage in private conversations while others are speaking.
4. Support your statements. Use evidence and provide a rationale for your points.
5. Allow everyone the chance to talk. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
6. If you are offended by something or think someone else might be, speak up and don't leave it for someone else to have to respond to it.

Clinically Sensitive Material:

In this class, we will be reading, viewing, and discussing from a scientific perspective potentially sensitive material. Topics will include (but are not limited to) substance misuse, disordered eating, mental health concerns, trauma and related conditions. If discussing this information will be too emotionally challenging for you to engage with the class material, I would reconsider your enrollment in this course at the current time. If you need assistance with mental health concerns, below are Student Mental Health & Wellbeing resources:

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and

<https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit:

<http://umich.edu/~mhealth/>

Letters of Recommendation: I have a policy that I do not write letters of recommendation for students in my courses. My limited interactions prevent me from writing a strong letter that will assist you in getting to the next level of your career. A good way to get letters of recommendations is to try and get experience working in psychology labs. Here are some resources about finding an opportunity:

<https://lsa.umich.edu/psych/undergraduates/research/departmental-research-opportunities.html>

Other resources:

- For information and/or support with learning differences: Services for Students with Disabilities <http://ssd.umich.edu/>
- For support in writing your case conceptualization: Sweetland Writing Center <http://www.lsa.umich.edu/sweetland/>
- Support and quick chat answers from the library: “Ask a Librarian” <http://www.lib.umich.edu/ask-librarian>

All information in this syllabus is subject to change. Any changes will be announced during class and/or posted on Canvas/emailed.

Course Calendar

SEP 04: Introductions & Course Overview

Class expectations

Why is addiction important?

Identifying addiction myths and controversies

SEP 09: How do we diagnose addictions?

Readings:

- 1) Nathan et al., (2016). History of the Concept of Addiction
- 2) Hassin, D.S., et al., (2013). DSM-5 Criteria for Substance Use Disorders. American Journal of Psychiatry. 834-851.

- 3) Martin et al., (2014). Truth or consequences in the diagnosis of substance use disorders
- 4) O'Brien (2011). Addiction and dependence in DSM V

SEP 11: Mechanisms of addiction: Psychological and Biological

***PRESENTATION GROUPS WILL BE ASSIGNED**

Readings:

- 1) Everitt, B.J. (2014). Neural and psychological mechanisms underlying compulsive drug seeking habits and drug memories – indications for novel treatments of addiction. *European Journal of Neuroscience*. 2163-2182.
- 2) Sinha et al., (2013). Stress as a common risk factor for obesity and addiction.
- 3) Koob & Volkow (2010). Neurocircuitry of addiction.
- 4) Robinson, M.J.F., Robinson, T.E., & Berridge, K.C. (2013). Incentive Saliency and the Transition to Addiction. *Biological Research on Addiction*. 391-399.

SEP 16: Mechanisms of addiction: Drug characteristics and the environment

***PLEASE NOTE – I>CLICKER ATTENDANCE IS NOW BEING TAKEN**

Readings:

- 1) Allain et al., (2016). How fast and how often: The pharmacokinetics of drug use are decisive in addiction.
- 2) Kolodny et al., (2015) The Prescription Opioid and Heroin Crisis.
- 3) Wechsler & Nelson (2008). What We Have Learned From the Harvard School of Public Health College Alcohol Study: Focusing Attention on College Student Alcohol Consumption and the Environmental Conditions That Promote It.

SEP 18: In Class Research about Effective PSA Strategies

NO READINGS, BUT BRING YOUR COMPUTER!

SEP 23: Alcohol

Reading:

- 1) Chapter 1: Alcohol in *Buzzed* by Kuhn & Wilson

- 2) Merrill et al., (2016). Drinking over the lifespan: focus on college ages
- 3) Room, R., Babor, T., & Rehm, J. (2005). Alcohol and public health. *Lancet*. 519-530.
- 4) Park, C.L. (2004) Positive and negative consequences of alcohol consumption in college students. *Addictive Behaviors*. 311-321.

SEP 25: Opiates

Reading:

- 1) Chapter 9: Opiates in *Buzzed* by Kuhn & Wilson
- 2) Robins, Helzer, Hesselbrock, & Wish. (2010). Vietnam Veterans Three Years after Vietnam: How Our Study Changed Our View of Heroin. *The American Journal on Addictions*. 203-211.
- 3) Jones et al., (2018). The opioid epidemic in the United States—Overview, origins, and potential solutions

SEP 30: Cocaine

Reading:

- 1) Chapter 12: Stimulants in *Buzzed* by Kuhn & Wilson
- 2) Wagner, F.A., Anthony, J.C. (2002). From first drug use to drug dependence: developmental periods of risk for dependence upon marijuana, cocaine, and alcohol. *Neuropsychopharmacology*. 479-488.
- 3) Pierce et al., (2018). Environmental, genetic and epigenetic contributions to cocaine addiction.
- 4) <http://www.nytimes.com/2011/07/20/books/howard-markel-on-cocaine-in-anatomy-of-addiction.html>

OCT 2: Marijuana

- 1) Pacula et al., (2014). Developing public health regulations for marijuana: Lessons from alcohol and tobacco. *American Journal of Public Health*, 1021-1028.
- 2) Moitra, E., Christopher, P.P., Anderson, B.J., Stein, M.D. (2015). Coping-motivated marijuana use correlates with DSM-5 cannabis use disorder and psychological distress among emerging adults. *Psychology of Addictive Behaviors*. P. 627-632.
- 3) Powell et al., (2018). Do medical marijuana laws reduce addictions and deaths related to pain killers.
- 4) Cerda et al., (2012). Medical Marijuana laws in 50 states.

OCT 07: Cigarettes and E-Cigarettes

- 1) Stolerman, I.P., Jarvis, M.J. (1995). The scientific case that nicotine is addictive. *Psychopharmacology*. P. 2-10.
- 2) Robinson & Pritchard (1992). The role of nicotine in tobacco use.
- 3) Schroeder, S.A. & Warner, K.E. (2010). Don't forget tobacco. *New England Journal of Medicine*. P. 201-204.
- 4) Grana, R., Benowitz, N., & Glantz, S.A. (2014). E-cigarettes: A scientific review. *Circulation*. P. 1972-1986.

OCT 09: Caffeine

- 1) Reissig, C.J., Strain, E.C., & Griffiths, R.R. (2009). Caffeinated energy drinks – A growing problem. *Drug and Alcohol Dependence*. P. 1-10.
- 2) Budney, A.J., & Emond, J.A. (2014) Caffeine addiction Caffeine for youth Time to act! *Addiction*, p. 1-2.
- 3) Arria, A.M. & O'Brien, M.C. (2011). The “High” Risk of Energy Drinks. *JAMA*. P. 600-601.
- 4) Heinz et al., (2019) Addiction theory matters – Why there is no dependence on caffeine or antidepressant medication.

OCT 14: FALL BREAK

OCT 16: Behavioral Addictions

- 1) Frascella et al., (2010). Shared brain vulnerabilities open the way for nonsubstance addictions: Craving addiction at a new joint? *Annals of the New York Academy of Sciences*. P. 294-315.
- 2) Robbins & Clark. (2015). Behavioral addictions.
- 3) Yau, Y.H.C. & Potenza, M.C. (2015). Gambling disorder and other behavioral addictions: recognition and treatment. *Harvard Review*. P. 134-146.

OCT 21: Gambling

- 1) Petry, (2006). Should gambling be considered addictive?
- 2) Potenza et al., (2013). Neurobiological considerations in understanding behavioral treatments for pathological gambling. *Psychology of Addictive Behaviors*. 380-392.
- 3) Lopez-Gonzalez (2017). Marketing and Advertising Online Sports Betting: A Problem Gambling Perspective

OCT 23: Food

Reading:

- 1) Schulte, et al., (2017). Future directions in “food addiction”: Next steps and treatment implications
- 2) Schulte, et al., (2017). Foods are differentially associated with subjective effect report questions of abuse liability.
- 3) Treasure et al., (2018). Are trans diagnostic models of eating disorders fit for purpose? A consideration of the evidence for food addiction

OCT 28: More Food!

PRESENTATION 1 (Screen addiction) & 2 (Shopping Addiction) -

Reading:

- 4) Heberand, J. (2014). “Eating addiction” rather than “food addiction”, better captures addictive-like eating behavior. *Neuroscience and Biobehavioral Reviews*. 295-306.
- 5) Fletcher & Kenny (2018). Food Addiction a Valid Concept?
- 6) Small (2019). Processed Foods and Food Reward.

OCT 30: Gaming

PRESENTATION 3 (Cocaine)

- 1) Kaptis et al., (2016). Withdrawal symptoms in internet gaming disorder: A systematic review.
- 2) King et al., (2014). Cognitive Psychology of gaming disorder.
- 3) Petry et al., (2014). An international consensus for assessing internet gaming disorder using the new DSM-5 approach

Nov.4: Sex & Porn

PRESENTATION 4 (E-Cigs)

- 1) Kraus et al., (2016). Should compulsive sexual behavior be considered an addiction?
- 2) Love, T., Laier, C., Brand, M., Hatch, L., & Hajela, R. (2015). Neuroscience of Internet pornography addiction: A review and update. *Behavioral sciences*, 5(3), 388-433.
- 3) Ley, D., Prause, N., & Finn, P. (2014). The emperor has no clothes: A review of the ‘pornography addiction’ model. *Current sexual health reports*, 6(2), 94-105.

NOV 6: Social Media and Texting (Guest Lecture: Dr. Sarah Domoff)

- 1) Domoff et al., (2015). The role of compulsive texting in adolescents’ academic functioning. P. 1-17.
- 2) Domoff et al., (2017). Development and Validation of the Problematic Media Use Measure: A Parent Report Measure of Screen Media “Addiction” in Children. *Psychology of Popular Media Culture*. P. 1-17.

- 3) Domoff et al., (2019). Excessive use of mobile devices and children's physical health. p. 169-175.

South Park Paper DUE by uploading to Canvas assignments by 5 pm on Friday, Nov. 8

(Note: Late submissions will lose 5 points for every day that it is late)

NOV 11: Romantic Relationships

PRESENTATION 5 (E-cigs)

- 1) Fisher, Helen E., Xiaomeng Xu, Arthur Aron, and Lucy L. Brown. "Intense, passionate, romantic love: a natural addiction? How the fields that investigate romance and substance abuse can inform each other." *Frontiers in psychology* 7 (2016): 687.
- 2) Earp, B. D., Foddy, B., Wudarczyk, O. A., & Savulescu, J. (2017). Love addiction: reply to Jenkins and Levy. *Philosophy, Psychiatry, & Psychology*, 24(1), 101-103.
- 3) Jenkins, C. S. I. (2017). 'Addicted'? to 'love'?. *Philosophy, Psychiatry, & Psychology*, 24(1), 93-96.
- 4) Earp, B. D., Foddy, B., Wudarczyk, O. A., & Savulescu, J. (2017). Love addiction: reply to Jenkins and Levy. *Philosophy, Psychiatry, & Psychology*, 24(1), 101-103.

NOV 13: Exercise

PRESENTATION 6 (Opiates)

- 1) Berczik, K., Szabó, A., Griffiths, M. D., Kurimay, T., Kun, B., Urbán, R., & Demetrovics, Z. (2012). Exercise addiction: symptoms, diagnosis, epidemiology, and etiology. *Substance use & misuse*, 47(4), 403-417.
- 2) Griffiths, M. (1997). Exercise addiction: A case study. *Addiction Research*, 5(2), 161-168.
- 3) Griffiths, M. D., Szabo, A., & Terry, A. (2005). The exercise addiction inventory: a quick and easy screening tool for health practitioners. *British journal of sports medicine*, 39(6), e30-e30.

NOV 18: Psychedelics

PRESENTATION 7 (Exercise)

- 1) Mark Haden, Brian Emerson & Kenneth W. Tupper (2016) A Public-Health Based Vision for the Management and Regulation of Psychedelics, *Journal of Psychoactive Drugs*, 48:4, 243-252, DOI: 10.1080/02791072.2016.1202459
- 2) Sessa, B. (2005). Can psychedelics have a role in psychiatry once again?. *The British Journal of Psychiatry*, 186(6), 457-458.

- 3) Nichols, D. E., Johnson, M. W., & Nichols, C. D. (2017). Psychedelics as medicines: an emerging new paradigm. *Clinical Pharmacology & Therapeutics*, 101(2), 209-219.

NOV 20: Treatment (12 Step)

PLEASE NOTE THAT PAPER TOPICS SHOULD BE SENT TO ME TO BE APPROVED BY NOV. 20TH.

- 1) Humphreys, K., Ferri, M., & Kelly, J. F. (2017). Alcoholics Anonymous and other 12-step programs for alcohol use disorder. *The Cochrane Database of Systematic Reviews*, 2017(11).
- 2) Russell-Mayhew, S., von Ranson, K. M., & Masson, P. C. (2010). How does overeaters anonymous help its members? A qualitative analysis. *European Eating Disorders Review: The Professional Journal of the Eating Disorders Association*, 18(1), 33-42.
- 3) Flanigan. (2014). Surprising Failure of 12 step.

NOV 25: Treatment (CBT and Third Wave)

- 1) Penberthy et al., (2011). Cognitive Behavioral Therapy for Addiction. *Addiction Medicine*. P. 729-750.
- 2) Lee, E. B., An, W., Levin, M. E., & Twohig, M. P. (2015). An initial meta-analysis of Acceptance and Commitment Therapy for treating substance use disorders. *Drug and alcohol dependence*, 155, 1-7.
- 3) Dimeff, L. A., & Linehan, M. M. (2008). Dialectical behavior therapy for substance abusers. *Addiction science & clinical practice*, 4(2), 39.

NOV 27: Thanksgiving Holiday (No Class)

DEC 02: Treatment (Harm Reduction & Pharmacology)

- 1) Marlatt, G.A. & Witkiewitz, K. (2002). Harm reduction approaches to alcohol use: Health promotion, prevention, and treatment. *Addictive Behaviors*. P. 867-886.
- 2) Stockings, E., Hall, W. D., Lynskey, M., Morley, K. I., Reavley, N., Strang, J., ... & Degenhardt, L. (2016). Prevention, early intervention, harm reduction, and treatment of substance use in young people. *The Lancet Psychiatry*, 3(3), 280-296.
- 3) Listen to Podcast: Hidden Brain – The Lazarus Drug

DEC 04: Treatment (Motivational Interviewing) – Guest Lecture by Dr. Luke Hyde

- 1) Miller, W.R. & Rollnick, S. (2009). Ten things that Motivational Interviewing is not. *Behavioural and Cognitive Psychotherapy*. P. 129-140.
- 2) Miller, W.R., & Rose, G.S. (2009). Toward a theory of motivational interviewing. *American Psychologist*. P. 527-537.

DEC 09: A Personal Story of Recovery – Guest Appearance

READINGS: TBD

DEC 11: Future of Addiction

READINGS: TBD

*****Final Paper DUE by uploading to Canvas assignments by 5 pm on Dec 13*****

(Note: Late submissions will lose 5 points for every day that it is late)