

PSY 499/599 Psychology of Addiction
CRN 57491/57492 (4 Cr)

Instructor: Sarah Dermody, Ph.D.

Office: 230 Reed Lodge

Phone: 737-1358

Email: sarah.dermody@oregonstate.edu

Location: Corvallis

Office hours: Tu 11:00 AM–12:00 PM & by appointment

Class meets: Tu/Th 2:00 – 3:50 PM Pharmacy Building 107

Prerequisites: PSY 301 or H 220 or SOC 315

Course Description

A Writing Intensive Course focusing on psychological factors in drug and behavioral addictions and associated interventions. The approach will be biopsychosocial, addressing neurobiological, behavioral, psychological, and social factors that influence addiction. Topics will include, but will not be limited to, epidemiology and public health impact, diagnosis, models of addiction, and intervention and treatment approaches.

Course Content

This writing-intensive seminar will introduce you to the fascinating field of addiction studies! We will highlight psychological factors in the development of addiction to drugs and behaviors and associated prevention and treatment strategies. We will take a biopsychosocial approach to understanding addiction, by addressing neurobiological, behavioral, psychological, and social factors that influence addiction.

Beyond the content, this course fulfills the baccalaureate core requirement for the WIC category for students majoring in Psychology. It does so by also acting as a writing intensive course designed to allow students to improve their writing through practice, feedback from the instructor, and revision. Through the writing exercises and assignments, you will become an educated and independent consumer of the scientific findings that you will inevitably come across in your everyday life. As a result, a focus of this course will be learning 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 and writing summaries of 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, but also discuss and critique the methods that produced this knowledge and writing critically about these issues.

Learning Outcomes (LOs)

Students in this course shall	What you will do to meet these outcomes in this class	How this outcome is assessed in this course
LO1: Demonstrate knowledge of multiple perspectives and explanatory models of addiction	Reading/multimedia materials. Reading, view, and listen to multimedia materials related to addiction. Response paper: Draft an informal response paper, with an emphasis on accurately summarizing content and critical thinking on assigned materials before class. Minimally graded.	Midterm: Formally graded essay exam in which students describe multiple perspectives and explanatory models of addiction.
LO2: Critically analyze and evaluate psychological	Reading/multimedia materials. Reading, view, and listen to multimedia materials related to addiction.	Final paper. Formally graded review paper of at least 2000 words, requiring outside

<p>research about addiction in the research literature and as it is portrayed in the media</p>	<p>Response paper: Draft an informal response paper, with an emphasis on accurately summarizing content and critical thinking on assigned materials before class. Minimally graded.</p> <p>Participation: active participation in small-group discussions, class discussions, and completion of in-class exercises. Minimally graded.</p> <p>Major Project components 1 – 4. Project proposal, first draft, peer review, and class presentation components of the Major Project, with informal and low stakes feedback from professor and peers.</p>	<p>discipline-specific sources, in APA style. This paper requires a discussion of the strengths and limitations of the reviewed literature as it relates to the student’s research question.</p>
<p>LO3: Effectively communicate about addiction through scientific writing and oral presentations</p>	<p>Reading/multimedia materials. Reading, view, and listen to multimedia materials related to addiction.</p> <p>Major Project components 1 – 4. Project proposal, first draft, peer review, and class presentation components of the Major Project, with informal and low stakes feedback from professor and peers.</p>	<p>Final paper. Formally graded review paper of at least 2000 words, requiring outside discipline-specific sources, in APA style. This paper requires a discussion of the strengths and limitations of the reviewed literature as it relates to the student’s research question.</p> <p>Class Presentation. Formally graded oral presentation on their final paper topic. Informal feedback will be provided to students by peers.</p>
<p>LO4: Describe varied and diverse presentations of addiction</p>	<p>Reading/multimedia materials. Reading, view, and listen to multimedia materials related to addiction.</p> <p>Response paper: Draft an informal response paper, with an emphasis on accurately summarizing content and critical thinking on assigned materials before class. Minimally graded.</p>	<p>Midterm: Formally graded essay exam in which students describe varied and diverse presentations of addiction,</p>

Students in OSU Bacc Core WIC courses shall	What you will do to meet these outcomes in this class	How this outcome is assessed in this course
LO5: Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.	<p>Reading/multimedia materials. Reading, view, and listen to multimedia materials related to addiction.</p> <p>Response paper: Draft an informal response paper, with an emphasis on accurately summarizing content and critical thinking on assigned materials before class. Minimally graded.</p> <p>Participation: active participation in small-group discussions, class discussions, and completion of in-class exercises. Minimally graded.</p>	Midterm: Formally graded essay exam in which student demonstrate knowledge of multiple perspectives and explanatory models of addiction, describe varied and diverse presentations of addiction, and articulate critical thinking about course content.
LO6: Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline	<p>Reading/multimedia materials. Reading, view, and listen to multimedia materials related to addiction.</p> <p>Major Project components 1 – 4. Project proposal, first draft, peer review, and class presentation components of the Major Project, with informal and low stakes feedback from professor and peers.</p>	Final paper. Formally graded review paper of at least 2000 words, requiring outside discipline-specific sources, in APA style.
LO7: Demonstrate the ability to compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.	<p>Reading/multimedia materials. Reading, view, and listen to multimedia materials related to addiction.</p> <p>Major Project components 1 – 4. Project proposal, first draft, peer review, and class presentation components of the Major Project, with informal and low stakes feedback from professor and peers.</p>	Final paper. Formally graded review paper of at least 2000 words, requiring outside discipline-specific sources, in APA style.

Expectations for students

As an upper division and writing-intensive class, this course requires a higher level of previous knowledge, preparation, motivation, and participation than lower-division classes. Rather than being solely lecture-based, this course will focus on developing a more nuanced understanding of the topics through critical class discussion and frequent writing exercises. The expectation is that we will jointly do our best to prepare for class, to be present physically, cognitively, and emotionally, and to contribute to the best of our abilities. Differing opinions are valued, and class discussion will flourish from varying perspectives. Thus, it is essential that you (1) come to class and be on time, (2) read assigned materials before class, (3) write a response paper for each class and bring a copy (see below), and (4) participate in discussions/activities.

Learning Resources

There is no required textbook for this course. Assigned required chapter readings and video/audio recordings will be available for download or via hyperlinks on Canvas. The references for readings are listed in the “tentative schedule” table at the end of the document. Scientific articles and chapters will be assigned to introduce students to writing in the profession and discipline. Scientific articles can be accessed via the OSU library website <http://osulibrary.oregonstate.edu/> or www.scholar.google.com. It is required to bring an electronic or hardcopy of the readings to class to refer to during discussions.

Class Communication

I will respond to your emails and phone calls as quickly as possible, but I may take up to 2 business days. Please plan accordingly.

Office hours: I encourage all students to stop by during office hours at least one time during the term. Office hours can be used to ask questions about course content, receive assistance with writing assignments, discuss professional development (e.g., graduate school, jobs in the field), or even to simply say hello. If you have a scheduling conflict with office hours, contact me to make an appointment.

PSY 499 Evaluation of Student Performance

Psy 499 Grade breakdown	
	Percentage out of 100
<i>Response papers</i>	24%
<i>Participation</i>	10%
<i>Midterm</i>	24%
<i>Major project:</i>	
<i>Project Proposal</i>	4%
<i>First Draft</i>	6%
<i>Peer Review</i>	6%
<i>Class Presentation</i>	6%
<i>Final Paper</i>	20%
<i>Total for Major Project:</i>	42%

Response papers

To help you organize your thoughts and questions about assigned readings before each class, you will type a response paper about the assigned readings and any other assigned materials. Completion of the readings and response papers is critical to promote an enriching class discussion. These frequent response papers also provide informal practice with articulating content knowledge and critical thinking in the discipline. Thus, response papers must be printed and turned in at the start of class to receive credit. Papers must be at least 200 words in Times New Roman 12 Pt font, 1-inch margins, double-spaced.

Write about the main thesis for each reading. For example, if I assign a textbook chapter and a journal article, you will summarize the main thesis (main arguments, evidence, and conclusions) for each. Also, address one or more of the following critical thinking questions:

- What issues/concepts are confusing or need clarification? What do you agree/disagree with? Why?
- Were the arguments in the readings sufficiently supported by evidence? How?
- Generate new examples to illustrate key points in the readings.
- How do the readings relate to your own life or your observations or others?
- What are the real-world implications of the reading?
- What are areas for future research?

At the beginning of each class, you will spend 5-10 minutes in small groups grading and discussing your response papers. Each group will also generate a discussion question to pose to the class. Peer review serves as accountability for response papers and gets the conversation going about the readings/topics to be discussed during that day's class. This is a time to try out some of your ideas and ask questions in a small group before bringing them up in class.

Grading Key for Response Papers:

These are informal writing assignments.

- a. Full credit (4 points): Main thesis for each reading (and any additional assigned topics) stated and at least one critical thinking question is addressed. Length requirement met.
- b. Half credit (2 point): incomplete work (doesn't meet all requirements for 4 points)
- c. No credit (0 points): no work turned in or very little effort expended

Should you need to miss class, you may email me a copy of your response. The same due date and time will apply. Late responses will not be accepted.

Participation

Attendance and active participation are necessary to succeed in this course. Days that everyone attends class and participates actively will lead to rewarding and enriching discussions and activities. Thus, attendance will be taken as a part of peer review each day. Your participation grade will be based on active participation in small-group discussions, class discussions, and completion of in-class exercises. Please see me if you miss more than 2 class days in a row or have more than 4 absences through the term to discuss options, including withdrawing from the course or taking an incomplete. OSU has rules and deadlines that affect the availability of these options. Half of the participation points will be awarded based on participation leading up to the midterm exam and half of the points will be based on participation level after the midterm exam.

Midterm (assessment of LO1, LO4, LO5)

You will complete essay and multiple choice questions in one full class period. The questions ask students to demonstrate knowledge of multiple perspectives and explanatory models of addiction, describe varied and diverse presentations of addiction, and articulate critical thinking about course content, including the reading, any assigned video and audio clips, in-class films, discussion, lecture, and in-class writing and activities. Exams are closed book/notes.

The midterm will be completed on Canvas. You will be asked to bring an internet-connected device, either laptop or tablet, to class in order to complete the exam. You can borrow a laptop from the OSU library <https://library.oregonstate.edu/laptops> as needed. If you anticipate difficulties bringing a device to class, please let Dr. Dermody know at least a week before the exam so that accommodations can be made.

Major Project: Final Paper (assessment of LO2, LO3, LO6, LO7)

The purpose of the Major Project is to gain experience with critically analyzing and evaluating psychological research about addiction in the research literature and to develop skills for effectively communicate about addiction through scientific writing and oral presentations.

Students will propose a specific topic for a literature review prior to the midterm exam. To maximize personal interest in and relevance of the topic, the specific topic for the literature review is up to the student's discretion but will need to be approved by Dr. Dermody (see Project Proposal). The chosen topic must meet these criteria:

- a. The topic is a single yes/no question chosen by the student.

- b. The question must be addressable by reviewing and integrating a minimum of three recent (last 10 years) empirical papers in the field of addiction. The minimum of 3 papers cannot include assigned course readings. This can include a recent (last 10 years) meta-analysis or review article. In many cases, the existing literature may not *completely* address the question, which is OK.
- c. The question cannot considerably overlap with questions posed by other classmates.
- d. To answer the question, the student needs to access research papers beyond the assigned course readings. In other words, the question cannot be one that is already well-covered in class lectures, readings, and discussions.

There are five components to the Major Project:

1. **Project Proposal** (8 Points): All topics must be pre-approved by Dr. Dermody. This pre-approval process involves drafting the yes/no question to be answered, a brief description of the topic, as well as some information about the empirical sources for supporting your argument. I strongly recommend that you conduct a preliminary literature search before finally deciding on a topic and writing the proposal so that you can ensure there is some scientific literature relevant to your topic. This description should be 200 words total (not including your references).
2. **First Draft** (12 Points): The purpose of the first draft is to develop the paper arguments sufficiently to get initial feedback from peers. Your initial draft should be of high quality and should not include typos--you will receive detailed feedback from your peers and your instructor on this draft (see Peer Review), and so it is important that you make good use of both your time and theirs. Your first draft will be graded based on the amount of effort you put into it. To accomplish this and to receive full credit on the first draft, the first draft of the paper shall (1) be at least 2000 words (Times New Roman 12 Pt font, 1-inch margins; not including title page, reference section), (2) clearly state the yes/no question to be answered, (3) include a review of at least three recent empirical papers (not from course readings) relevant to answering the question with references in APA format, and (4) contain no/few grammatical or spelling errors.
3. **Peer Review** (12 Points): You will be assigned two of your peers' first drafts to read and evaluate. You will evaluate your peers' work using a rubric, which will be provided to you. Your comments will be graded based on the thoughtfulness you display in reading the papers.
4. **Class Presentation** (12 Points): Communicating scientific findings and your conclusions in an oral presentation to a broad audience is an important skill. Students will also be asked to make a brief oral presentation on their topic *during the last 2 weeks of class*. Dr. Dermody will provide formal feedback.
5. **Final Paper** (40 Points): The final version of the paper will be at least 2000 words on double-spaced pages (Times New Roman 12 Pt font, 1-inch margins, not including title page, reference section). The Final Paper will incorporate substantial revisions based on the peer review process. Your literature review should include at least three recent empirical articles of direct relevance that were not class readings. References and formatting should follow APA style guidelines.

Psy 599 Learning Outcomes and Evaluation of Student Performance

In addition to the 499 learning outcomes and requirements, graduate students in the 584 course will:

LO8: Generate discussion of psychological research about addiction and explanatory models of addiction

LO9: Demonstrate the ability to compose a document addressing an advanced research question in the field of addiction

Lead a class discussion (assessment of LO8):

Being able to organize and promote discussion of topics is an important advanced communication and teaching skill. To develop this skill, you will be asked to organize and lead a class discussion based on the assigned readings for one of the classes. At the beginning of the term, you will meet with the professor in

order to determine which class discussion to lead and to discuss best practices when leading classroom discussions.

Choosing and advanced topic for the final paper (assessment of LO9):

You will be asked to develop an advanced topic for the final paper and produce a final paper that is more rigorous in both depth of study and methodology. At the beginning of the term, you will meet with the professor in order to help identify an appropriate topic and the scope of the final paper.

Psy 599 Grade breakdown	
	Percentage out of 100
<i>Response papers</i>	24%
<i>Participation (includes leading class discussion)</i>	10%
<i>Midterm</i>	24%
<i>Leading class discussion</i>	
<i>Major project:</i>	
<i>Project Proposal</i>	4%
<i>First Draft</i>	6%
<i>Peer Review</i>	6%
<i>Class Presentation</i>	6%
<i>Final Paper</i>	20%
<i>Total for Major Project:</i>	42%

Grading Scale		
A: 92.5 – 100	B-: 79.5 – 82.4	D+: 66.5 – 69.4
A-: 89.5 – 92.4	C+: 76.5 – 79.4	D: 62.5 – 66.4
B+: 86.5 – 89.4	C: 72.5 – 76.4	D-: 59.5 – 62.5
B: 82.5 – 86.4	C-: 69.5 – 72.4	F: < 59.5

Make-up Policy

Unexpected events occur and may result in your missing class. Should you need to miss class, you may email me a copy of your response paper; however, the same due date and time will apply.

Make-up exams and late assignment submissions will only be accepted under exceptional circumstances (e.g., evidence of serious illness, accident, family emergency). In the unlikely event that you need to request a make-up exam or extension, you must contact me as soon as possible.

Expectations for Student Conduct

I expect students to be honest and ethical in all their work in accordance with the OSU Academic Conduct Code at <http://studentlife.oregonstate.edu/code> . All of the work you turn in must be your own, in your own words (unless appropriate citations are used), and your exams must be completed without help from others. *I will ask you to submit some of your writing assignments to the Canvas-Turnitin plagiarism prevention service. Your assignment will be checked for potential plagiarism against Internet sources, academic journal articles and the papers of other students. Turnitin generates a report that highlights any potentially unoriginal text in your paper. Papers that you submit through Turnitin for this class or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work.*

Deviating from Student Conduct standards will be considered academic dishonesty, and will result in a “0” grade for the assignment and/or an “F” grade for the course.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Religious Holidays

Oregon State University strives to respect all religious traditions and practices. If you have religious observances that are in conflict with any of the requirements of this class, please see me immediately to make alternative arrangements.

Diversity Statement

OSU strives to affirm the rights and responsibilities of all students, including typically underrepresented and marginalized individuals and groups. Diversity includes many unique human characteristics, including (but not limited to) physical or mental ability, age, color, ethnicity, gender, national origin, religion, sexual orientation, socioeconomic background, and veteran status. I believe diversity is honored and developed when educational environments foster and sponsor connection, acceptance, and mutual learning through the interaction of the many dimensions of human characteristics.

Tentative Schedule*

	Topic(s)	Readings/assignments are due before class
T April 2	Introduction & historical context	<ul style="list-style-type: none"> •Course Syllabus •Read in class: A Frank Statement to Tobacco Smokers (1954)
Th April 4	Epidemiology & public health impact	<ul style="list-style-type: none"> •Jha, P., Ramasundarahettige, C., Landsman, V., Rostron, B., Thun, M., Anderson, R. N., ... & Peto, R. (2013). 21st-century hazards of smoking and benefits of cessation in the United States. <i>New England Journal of Medicine</i>, 368(4), 341-350. •Patterson, C., Emslie, C., Mason, O., Fergie, G., & Hilton, S. (2016). Content analysis of UK newspaper and online news representations of women's and men's 'binge' drinking: a challenge for communicating evidence-based messages about single-episodic drinking?. <i>BMJ open</i>, 6(12), e013124.
T April 9	Diagnostic criteria	<ul style="list-style-type: none"> •Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition: read (1) Substance-related disorders, (2) substance use disorders, (3) substance-induced disorders, (4) all subsections of two substances of your choosing, and (5) non-substance related disorders
Th April 11	Addiction research methods and ethics	<ul style="list-style-type: none"> •Stanovich, K. E. (2013). <i>How to think straight about psychology</i>. Pearson. Chapter 1 <i>Psychology is Alive and Well (and Doing Fine Among the Sciences)</i> •New York Times “Major Study of Drinking Will be Shut Down”
T April 16	Theories of addiction – Negative reinforcement	<ul style="list-style-type: none"> •McCarthy DE, Curtin JJ, Piper ME, Baker TB. Negative reinforcement: possible clinical implications of an integrative model. In: Kassel JD, editor. <i>Substance abuse and emotion</i>. Washington, DC: American Psychological Association; 2010. pp. 15–42.
Th April 18	Theories of addiction – Positive incentive salience	<ul style="list-style-type: none"> •NPR What Heroin Addiction Tells Us About Changing Bad Habits •Robinson, M. J. F., Fischer, A. M., Ahuja, A., Lesser, E. N., & Maniates, H. (2016). Roles of “Wanting” and “Liking” in Motivating Behavior: Gambling, Food, and Drug Addictions. In E. H. Simpson & P. D. Balsam (Eds.), <i>Behavioral neuroscience of motivation</i> (pp. 105–136). Berlin, Germany: Springer.
T April 23	Brain disease model of addiction	<ul style="list-style-type: none"> •NPR Anatomy of Addiction: How Heroin and Opioids Hijack The Brain •Volkow, N. D., Koob, G. F., & McLellan, A. T. (2016). Neurobiologic advances from the brain disease model of addiction. <i>New England Journal of Medicine</i>, 374(4), 363-371.
Th April 25	Theories of addiction – Motivational	<ul style="list-style-type: none"> •Project proposal due •take demo alcohol IAT test https://implicit.harvard.edu/implicit/user/pimh/preliminaryinfo.html •Kuntsche, E., & Kuendig, H. (2012). Beyond self-reports: Drinking motives predict grams of consumed alcohol in wine-tasting sessions. <i>Experimental and clinical psychopharmacology</i>, 20(4), 318-324.
T April 30	Integrating models: Biopsychosocial model and review	<ul style="list-style-type: none"> • Naish, K. R., MacKillop, J., & Balodis, I. M. (2018). The Concept of Food Addiction: a Review of the Current Evidence. <i>Current Behavioral Neuroscience Reports</i>, 5(4), 281-294.
Th May 2	Midterm	<ul style="list-style-type: none"> •Bring internet connected laptop or tablet to take exam or make other arrangements with Dr. Dermody.
T May 7	Individual differences	<ul style="list-style-type: none"> •Dermody, S.S. (2018). Risk of polysubstance use among sexual minority and heterosexual youth. <i>Drug and Alcohol Dependence</i>, 192, 38-44. •Giovino, G. A., & Gardiner, P. S. (2016). Understanding tobacco use behaviors among african americans: Progress, critical gaps, and opportunities. <i>Nicotine & Tobacco Research</i>, 18(suppl_1), S1-S6.
Th May 9	Cognitive behavioral therapy	<ul style="list-style-type: none"> •Magill, M., & Ray, L. A. (2009). Cognitive-behavioral treatment with adult alcohol and illicit drug users: a meta-analysis of randomized controlled trials. <i>Journal of studies on alcohol and drugs</i>, 70(4), 516-527.

T May 14	Other behavioral treatments	<ul style="list-style-type: none"> •“A Different Path to Fighting Addiction,” New York Times, 2014 •Schuster, R. M., Hanly, A., Gilman, J., Budney, A., Vandrey, R., & Evins, A. E. (2016). A contingency management method for 30-days abstinence in non-treatment seeking young adult cannabis users. <i>Drug and alcohol dependence</i>, 167, 199-206.
Th May 16	Pharmacological intervention	<ul style="list-style-type: none"> •NPR treating addiction as a chronic disease •Forsay, A., & Sofuoglu, M. (2014). Future pharmacological treatments for substance use disorders. <i>British journal of clinical pharmacology</i>, 77(2), 382-400.
T May 21	Prevention strategies	<ul style="list-style-type: none"> •First draft of paper due •Chapters 2 & 3: NIDA. (2016, March 9). Principles of Substance Abuse Prevention for Early Childhood. Retrieved from https://www.drugabuse.gov/publications/principles-substance-abuse-prevention-early-childhood on 2019, March 18
Th May 23	Conducting Peer Reviews	<ul style="list-style-type: none"> •Read provided Guidelines for Peer Review (do not write response paper) •In-Class Peer Review Exercise (Bring Laptops or Printouts of assigned articles)
T May 28	Policy Interventions	<ul style="list-style-type: none"> •Peer reviews due •Donny, E. C., Denlinger, R. L., Tidey, J. W., Koopmeiners, J. S., Benowitz, N. L., Vandrey, R. G., ... & Drobes, D. J. (2015). Randomized trial of reduced-nicotine standards for cigarettes. <i>New England Journal of Medicine</i>, 373(14), 1340-1349.
Th May 30	Student Presentations	No assigned reading
T June 4	Student presentations	No assigned reading
Th June 6	Student presentations	No assigned reading
	Final Exam	There is no in-class final. Final papers are due by June 10th 5:00 PM

*The course specifics are subject to change at the instructor's discretion in order to best support student learning.