



PSY 440: ADDICTIVE BEHAVIORS
FALL 2019

Professor: Michael MacLean, Ph.D. Email: macleamg@buffalostate.edu
Office: Classroom Building C317 Phone: 878-3100
Office Hours: T & Th 9:30-10:30am Course Materials: Blackboard
& by appt.

Course Description: This course introduces you to issues regarding the etiology, treatment, and prevention of addictive behaviors. A multidimensional approach that includes biological, psychological, and social factors is emphasized. Topics covered include dependence on alcohol, nicotine and other drugs, as well as pathological gambling, eating disorders and compulsive sexual behavior.

Prerequisite: PSY 392 (Abnormal Psychology) required. PSY 311 (Personality) recommended.

Course Objectives:

- You will learn the major psychological principles underlying the growing field of addiction.
- You will learn to apply a multidimensional model of addiction that includes biological, psychological, and social factors. Thus, you will come to use thinking that is more complex when conceptualizing addictive behavior and other psychopathology.
- You will become familiar with the empirical processes used to evaluate the theories and treatments of addiction.
- You will be able to place current approaches toward addiction within our society's cultural history of dealing with such problems. This includes how the concept of addiction has changed over time and the controversies surrounding its application to a variety of behaviors.
- You will become familiar with the rapidly changing treatment of addictive behaviors, learning about the major approaches and the empirical evidence for their efficacy.
- You will become more familiar with approaches aimed at preventing the development of addictive behaviors.

Required Texts:

Thombs, D. L., & Osborn, C.J. (2019). *Introduction to addictive behaviors (5th ed.)*. New York: Guilford. ISBN: 9781462539222

Fletcher, A.M. (2001). *Sober for good*. Boston: Houghton Mifflin.

Readings: All are available on the Blackboard course website.

Alcoholics Anonymous World Services, Inc. (1976). Chapter 5: How it works. In: *Alcoholics Anonymous: The story of how many thousands of men and women have recovered from alcoholism (3 ed.)*. New York: Author.

Bonomo, Y., Norman, A., Biondo, S., Bruno, R., Daghli, M., Dawe, S., ... Castle, D. (2019). The Australian drug harms ranking study. *Journal of Psychopharmacology*, 026988111984156.

- Chassin, L., Sher, K.J., Hussong, A., & Curran, P. (2013). The developmental psychopathology of alcohol use and alcohol disorders: Research achievements and future directions. *Development and Psychopathology*, 25, 1567-1584.
- Custers, R., & Aarts, H. (2010). The unconscious will: How the pursuit of goals operates outside of conscious awareness. *Science*, 329, 47-51.
- George, O., & Koob, G.F. (2017). Individual differences in the neuropsychopathology of addiction. *Dialogues in Clinical Neuroscience*, 19(3), 217-229.
- Kraus, S.W., Voon, V., & Potenza, M.N. (2016). Should compulsive sexual behavior be considered an addiction? *Addiction*, 111, 2097-2106.
- Hall, W., Carter, A., & Forlini, C. (2015). The brain disease model of addiction: Is it supported by the evidence and has it delivered on its promises? *Lancet Psychiatry*, 2, 105-110.
- Olsen, C.M. (2011). Natural rewards, neuroplasticity, and non-drug addictions. *Neuropharmacology*, 61, 1109-1122.
- Prochaska, J.J. (2019). The public health consequences of e-cigarettes: A review by the National Academy of Sciences. A call for more research, a need for regulatory action. *Addiction*, preprint.
- Room, R., Turner, N. E., & Ialomiteanu, A. (1999). Community effects of the opening of the Niagara casino. *Addiction*, 94, 1449-1466.
- Sartor, C.E., Jacob, T., & Bucholz, K.K. (2003). Drinking course in alcohol-dependent men from adolescence to midlife. *Journal of Studies on Alcohol*, 64, 712-719.
- Sellman, D. (2009). The 10 most important things known about addiction. *Addiction*, 105(1), 6-13.
- Sherman, C. (2007). Impacts of drugs on neurotransmission. *NIDA Notes*, 21 (4), 11-15.
- Volkow, N.D., Swanson, J.M., Evins, A.E., DeLisi, L.E., Meier, M.H., Gonzalez, R., Bloomfield, M.A.P., Curran, H.V., & Baler, R. (2016). Effects of cannabis use on human behavior, including cognition, motivation, and psychosis: A review. *Journal of the American Medical Association Psychiatry*, 73(3), 292-297.
- Weil, A. (1972). Chapter 2: Why people take drugs. In: *The natural mind*. Boston: Houghton Mifflin.

Course Requirements:

Exams: Understanding of course material will be assessed through three exams that will cover material from lectures, class discussion, and assigned readings. Exams will consist of multiple-choice and short essay questions. Approximately half of the exam will cover material from class and the other half will be based on course readings. You will be expected to know the fundamental concepts of the theoretical and empirical material covered and how to apply them to new cases.

In-Class Write-ups: Throughout the semester, there will be short written exercises at the beginning of some classes that will provide the opportunity to examine issues from course readings.

Final Paper: Near the end of the semester, you will write a paper applying concepts learned in the course to the individuals' narratives described in Fletcher's (2001) *Sober for Good*. More information will be provided in class during the semester.

Extra Credit Opportunities: During the course of the semester, a few short writing opportunities (e.g., critiquing local colloquia) will be made available for those who would like to earn extra credit. Points earned will be added to your point total for the semester.

Grades: Final grades will be based on total number of points accumulated on the exams, quizzes, paper, conceptual applications and extra credit opportunities. They will be weighted as follows:

Exams (3) =	270 points
In-Class Write-Ups =	70 points
Final Paper =	<u>60 points</u>
Total Points =	400 points

Letter grades will be assigned based on percentage of total points earned.

Grade:	A	A-	B+	B	B-	C+	C	C-	D+	D	E
Minimum Pct.:	93%	90%	87%	83%	80%	77%	73%	70%	67%	60%	<60%

To monitor your grade as the semester progresses simply keep track of your scores and how many total points were possible. (Recall that % = Your Score/Total Score * 100). Progress will be posted periodically on Blackboard.

Course Policies:

- Academic dishonesty such as cheating on exams and plagiarism is unethical and unfair to your classmates. Consequently, such dishonesty will be taken very seriously, resulting in automatic failure of the course. In addition, I reserve the right to refer you to the Dean of the College for further disciplinary action.
- Please do your best to contribute to a positive learning environment. One way to do this is by showing those in the classroom courtesy and respect by not causing distraction. This includes not walking in or out of the room during class. As such, it is important that you come to class on time and avoid leaving your seat during class. Your attention to these matters will make for a more enjoyable and rewarding atmosphere for everyone.
- Phones need to be turned off and put away. Research has indicated that student performance is significantly negatively correlated with cell phone use during class. A recent study (Duncan, Hoekstra, & Wilcox, 2012) demonstrated that students who reported regular cell phone use in class showed an average negative grade difference of 0.36 ± 0.08 on a four-point scale. Students also underestimated the number of times they accessed their phones while in class. While students reported an average access rate of three times per class period, observation data showed the rate was closer to seven times per period. An interesting finding

is that other students are distracted when students text in class (Tindell & Bohlander, 2012). So while a student may claim he is only hurting himself when texting, studies show that others are affected also.

- Make-up exams will be given only under extraordinary circumstances, such as documented legal/medical reasons or emergencies. In such situations, you must notify me as soon as you know you will be missing the exam (i.e., almost always before the start of the exam). Make-up exams may be of a different format (e.g., essay and/or oral). All make-up exams will be held during Bengal Pause on the last day of regular classes (not finals week).

Communicating with the Professor:

Please feel free to email me with questions or concerns you may have during the course of the semester. I strive to answer class-related emails within 48 hours (usually 24) of when they are received each weekday during regular business hours. I may have limited availability on the weekends. In order to get the speediest response, *please start your subject heading with "PSY 440" and sign your message with your name.* I often receive over 100 emails a day, so using the subject heading allows me to search my inbox for any email with that heading, so that I can reply as soon as possible.

Sure-Fire Methods for Maximizing Learning and Achieving Success:

I would like to see you do well in this course and there is every reason to expect you will if you put forth the necessary effort. How can you best succeed in this course?

1. *Complete and understand the assigned reading prior to class.* This will have several benefits. First, it will provide background knowledge that will render the lectures more meaningful and you will learn more easily. Second, it will allow for more informed classroom discussion, benefiting you and your classmates. Third, conceptual applications and extra credit quizzes (described above) covering the assigned reading and previous lectures will be administered at the start of some classes. Few students do well on exams without thoroughly understanding the reading material.
2. *Attend each and every class.* Although attendance will not be recorded for grading purposes, skipping class will result in missing important information that cannot be found in the readings. Lectures and materials presented in class will include new information not covered in the text as well as in-depth exploration and application of text material. There will be some overlap between the text and the lectures, but there will be a substantial amount of material that is unique to each. Simply put, missing class will hurt your grade considerably. In addition, important announcements regarding exams, papers, and extra credit will be made in class. Students who miss class are responsible for obtaining this information.
3. *Be on time.* Important announcements, conceptual applications, and extra credit quizzes are generally given at the beginning of class. It is also more difficult to understand what is going on in class when you arrive late. Better yet, arrive early and review your notes from the last time the class met.
4. *Go over your notes on the same day as the lecture.* Either rewrite/retype them or read them over again. Make sure they are legible and identify any holes in your understanding while the information is still fresh. The PowerPoint notes available before class are meant to supplement rather than replace notes you take in class.

5. *Use effective studying strategies to prepare for exams.* Spread out your studying over time (repeated exposures) rather than “cramming” the two days before the exam. Be sure to study from both your notes and your readings as there will be information from each on the exam. Prepare for the short-answer questions ahead of time by practicing writing out your answers.

Students with Special Needs:

Students with disabilities in need of accommodations or academic adjustments for their academic program or services should contact Student Accessibility Services, South Wing 120. 716-878-4500. The Office of Student Affairs and the Student Accessibility Services office are responsible for data collecting and record keeping of all student requests for accommodations.

Notes:

Course Outline:

Date	Topic	Reading
8/27/2019	PSY 440 - Welcome!	
8/29/2019	PSY 440 - Introduction to Alcohol & Other Drugs	Read Sherman (2007); NIDA charts
9/3/2019	PSY 440 - Introduction to Alcohol & Other Drugs	Read Volkow (2016)
9/5/2019	PSY 440 - Introduction to Alcohol & Other Drugs	Read Bonomo (2019)
9/10/2019	PSY 440 - Why Do People Take Drugs? Youth & Substance Use	Read Weil (1972)
9/12/2019	PSY 440 - What is Addiction?	Read Ch. 1
9/17/2019	PSY 440 - What is Addiction?	Read NIH Pub No. 13-7999
9/19/2019	PSY 440 - Epidemiology, Co-Morbidity and Course of Addiction	Read Ch. 4; Sartor (2003)
9/24/2019	PSY 440 - Addiction from a Developmental Perspective	Read Chassin (2013)
9/26/2019	PSY 440 - Exam 1	
10/1/2019	PSY 440 - Biological Factors in Addiction & Treatment	Read George (2017)
10/3/2019	PSY 440 - Biological Factors in Addiction & Treatment	Read Ch. 2
10/8/2019	PSY 440 - Is Addiction a Disease?	Read Hall (2015)
10/10/2019	PSY 440 - AA and 12-Step Approaches to Treatment	Read AA (1976)
10/15/2019	Fall Recess	
10/17/2019	PSY 440 - Conditioning Factors in Addiction & Treatment	Read Ch. 6
10/22/2019	PSY 440 - Cognitive Factors in Addiction & Treatment	Read Ch. 7
10/24/2019	PSY 440 - Cognitive Factors in Addiction & Treatment	Read Custers (2010)
10/29/2019	PSY 440 - Familial Factors in Addiction & Treatment	Read Ch. 8
10/31/2019	PSY 440 - Exam 2	
11/5/2019	PSY 440 - Social/Cultural Factors in Addiction & Treatment	Read Ch. 9
11/7/2019	PSY 440 - Treatment Overview & Motivating Change	Read Ch. 11
11/12/2019	PSY 440 - Treatment Overview & Motivating Change	Read Szalavitz (2016); Sforza (2017)
11/14/2019	PSY 440 - Prevention, Harm Reduction, and Public Policy	Read Ch. 3
11/19/2019	PSY 440 - Smoking as an Addiction	Read Prochaska (2019)
11/21/2019	PSY 440 - Can Behaviors be Addictive?	Read Ch. 10; Olsen (2011)
11/26/2019	PSY 440 - Gambling as an Addiction	Read Room et al. (1999)
11/28/2019	Thanksgiving Recess	
12/3/2019	PSY 440 - (Paper Due) Eating Disorders & Sexual Behaviors as Addictions	Read Kraus (2016)
12/5/2019	PSY 440 - Integrating What We've Learned and Looking Forward	Read Ch. 12; Sellman (2009)
12/12/2019	PSY 440 - Final Exam (1:40 p.m.)	