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Please be aware this syllabus is subject to change according to instructor discretion. Any changes will be announced and emailed on Canvas.
PSY353: Psychology of Addiction
4 Credit hours  Online, Asynchronous

Instructor: Hypatia Bolivar, PhD (You can call me Dr. B, she/her)
Office: [redacted]
Student Hours: Mondays, 2-3PM and Thursdays, 11:30AM-12:30PM, on Zoom, or by appointment
- Student hours are when I am available specifically to help with any student concern. If you are not available during that time, please send me an email to schedule an appointment.
Office Phone: [redacted]
Email: hboli01s@uis.edu

Course Description
It may surprise you to know that researchers estimate that roughly 22 million Americans live in recovery from a substance use issue.\(^1\) Addiction is a common but often misunderstood mental health concern. This course will provide an overview of major conceptions of addiction, therapeutic approaches to addiction, and cultural and public health issues surrounding addiction. This course is specifically useful for people going into mental health, medical, and wellness professions, but it is designed to help anyone to better understand this complex mental health issue that people face, and recover from, every day.

The course is asynchronous, which means we will never meet together at the same time. It is available entirely on UIS Canvas in a modular format. Each week is a module (see Course Calendar). In the module, you will see the assignments, their due dates, and the required readings or media for the assignments due that week. You will also see pages with optional video lectures as well as other resources that accompany the required readings or media.

What are the course objectives?
Upon completion of the course, students will:

1. Describe important historical events, organizations, and figures that have shaped views of alcohol use in the United States.
2. Identify the strengths and weaknesses of the immoral conduct, disease, and maladaptive behavior views of addiction.
3. Contrast major features and assumptions of psychoanalytic, cognitive, behavioral, and family system approaches to understanding and treating addictive behavior.
4. Compare various models for defining, measuring, and facilitating motivation to change.
5. Describe the efficacy of different public health approaches for quantifying and preventing substance misuse.

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6. Evaluate rationale and concerns about using the word “addiction” for non-substance use behaviors (e.g., gambling).
7. Broadly critique the process of diagnosis.
8. List and describe sociocultural functions of addiction.
9. Identify and evaluate problems with stigmatizing addictive behavior.
10. Explain why transferring theory and research evidence into clinical practice can be difficult.

What are the required readings?

Other readings and media will be posted on Canvas (see course calendar).

How will we communicate with each other?
I will communicate primarily with you on Canvas through announcements, direct messages, and comments on your assignments. I find it helpful to have Canvas notifications emailed to me. I strongly suggest setting up your Canvas account to have notifications sent to your email account. Here are instructions for changing Canvas notifications.

We can also communicate by email – you can email me via Canvas or using my hboli01s@uis.edu account. A major exception to this is if you need to communicate confidential information (e.g., a doctor’s note). In this situation, use the PEAR system through UIS. This is to protect your information.

Please also feel free to attend Student Hours at the time listed above. Student hours are when I am available specifically to help with any student concern. If you are not available during that time, please send me an email to schedule an appointment.

Limits to confidentiality: I am a mandated reporter (see more information on Mandated Reporting) and a Title IX responsible employee (please visit the UIS website on Title IX.) What does this mean for you? I will keep information that you share with me confidential except under a few important circumstances. I cannot promise to keep all information confidential because of certain legal requirements and the UIS community’s desire to keep you safe.

What are the course requirements and expectations?

What You Can Expect from Me? I will...

- Post weekly announcements summarizing previous and upcoming course material.
- Respond to you within 48 hours of your first contact, Monday through Friday.
- Provide you with at least two weeks to view and complete assignments before they are due.
- Provide you with clear, detailed instructions, rubrics, and feedback on your assignments.
- Return graded assignments within 7 business days (business days are Monday to Friday).
- Be available to meet with you to discuss assignments or your progress as requested.
- Foster an environment that values and supports diversity, inclusion, and social justice (DISJ).
  Please read the Psychology Department’s commitment statement to learn more about the department’s actions and philosophy of DISJ.
- Respect your unique perspectives and encourage you to share your thoughts, but I may ask you to revise, clarify, and/or remove submitted work that could be received as hateful or disrespectful.

What I Will Expect from You? You will...
• Engage with all materials, including readings, recorded media, and assignments.
• Have access to and know how to use Canvas and word processing and presentation software. Get Microsoft Office Products for free through UIS or access free Google Apps through UIS here.
• Manage your time appropriately and follow the late policy (see below) when requesting extensions. Each assignment category has a rough time commitment to help you plan your schedule.
• Let me (Dr. B) know as soon as possible if life situations (including religious holidays) affect your ability to participate in class.
• Be respectful of the class environment even when you do not agree with others.
• Abide by the UIS academic integrity policy (see below). Any form of plagiarism is strictly prohibited, as required by UIS policy.

What will we do in this class? – The assignments

Syllabus Quiz
The purpose of the syllabus quiz is to motivate you to read the syllabus. You will also have an opportunity to ask any questions you may have before the course is underway. You have unlimited attempts to get full points on this quiz. This may take 20 minutes to complete.

Introduction Task
I would like for us to know a bit about each other before we begin. The purpose of this short assignment is to share a few things about yourself as you see fit. You will also be introduced to the topic of this course by reading a news article about recovery. This may take 30 minutes to complete.

Discussion Code of Conduct
Discussions in this class will reveal varied emotions and opinions about substance use and its treatment. We will not always agree – that is expected. You, the students, will create a document that lists the features of respectful discussions. You will decide how to create an environment where disagreements and agreements are shared in a respectful and safe manner. This may take 30 minutes to complete.

Quizzes
You have a reading quiz to complete each week. Quizzes help you stay on track with the class and check your understanding of main ideas from the assigned readings/media prior to beginning the homework. Quizzes help you work on all course objectives. They also give you a space to tell me if you want additional clarification or resources on a given topic.

Quizzes are open note and have no time limit. Please expect to spend about 1 to 1.5 hours to complete the reading and quiz. Quizzes are due Wednesdays so I can address any questions you have before the weekend, but they can be completed as late as Friday with no late penalty. However, if you submit on Friday, I may not be able to address your specific questions before your assignment is due.

Homework
These assignments will ask you to review major sections of the weekly material, summarize issues in your own words, share your opinion on the covered topics, or apply course material to a contemporary issue. Homework will help you work on all course objectives. Homework tasks include a few individual submissions, but most will consist of discussion board posts. For example, during week 2, you will talk with your classmates about the strengths and weaknesses of thinking about addiction as a disease, as many people commonly do. If a discussion board is assigned, you will submit your first post on Thursday and your peer replies by Sunday.

You should expect to spend about 1 to 2 hours on homework assignments.
Portfolio Assignments
There are 4 larger “units” in the course. At the end of each unit, you will turn in an integrative assignment that will become part of your “portfolio” for this class. You will create products that ask you to integrate, apply, and/or expand upon the material in the unit. They will not be solely written papers. For example, Portfolio Assignment #2 involves a PowerPoint presentation comparing points of overlap and distinction among the models covered in that unit. As another example, Portfolio Assignment #4 will involve creating an infographic poster about a topic in behavioral addictions, including issues related to diagnosis of these concerns. These will help you integrate various course objectives and themes in psychological science (e.g., how psychological, biological, social, and cultural factors influence behavior and mental processes like those involved in addiction) into one project.

Please expect to spend at least 1 hour on portfolio assignments.

Final Portfolio Package
Your final portfolio package will have three major components.

First, you will compile your portfolio assignments together and comment on that work, such as what you would add or revise given what you know at the end of the semester.

Second, you will add a reflection essay. Your essay will be a 5 to 7-page reflection paper with your answer, broadly, to this question: “What is addiction?” This paper will integrate ideas from all the course objectives (listed on p. 2). You will state your position using the major theoretical perspectives we cover. You will describe the therapeutic approaches you believe to be instrumental for assisting individuals who want help with addictive behavior. You will also reflect on how culture, power dynamics, and time impact how we think about addiction and its diagnosis. Throughout your reflection, you will refer to specific groups, theories, research findings, and historical events that influence your perspective. Portfolio Assignment #2 will help you begin to think about these issues. You are welcome to find and use some outside resources, but your responses should focus on course materials. Instructions, prompts, and a rubric to guide your response will be on Canvas. I will open up an optional opportunity for feedback on a draft of this document prior to finals week.

Lastly, you will be asked to link what you have learned in this class to the American Psychological Association (APA) Learning Goals for the Undergraduate Psychology Major.

You should expect to spend 3 to 4 hours preparing this assignment.

How will I be graded?
Grades are determined by calculating the percentage of points you earn throughout the course. The total number of points that can be earned is 600.

Every few weeks (see Calendar), you may complete an optional “Grading Tracker” that allows you and I to remain in contact about your progress and any areas of concern.

<table>
<thead>
<tr>
<th>Assignment Category (Total Number)</th>
<th>Points Each</th>
<th>Total Points in Category</th>
</tr>
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<tbody>
<tr>
<td>Syllabus Quiz (1)</td>
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<td>10</td>
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### Introduction Task (1)

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
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</table>

### Discussion Code of Conduct

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Points</th>
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<td></td>
<td>6</td>
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</table>

### Weekly Quizzes (14)

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<tr>
<td></td>
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### Homework (10)

<table>
<thead>
<tr>
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<tbody>
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<td></td>
<td>20</td>
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</table>

### Portfolio Assignments (4)

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Points</th>
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<td></td>
<td>30</td>
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</tbody>
</table>

### Final Portfolio (1)

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
</tr>
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</table>

| Total points     | 600    |

<table>
<thead>
<tr>
<th>Letter Grade*</th>
<th>Percent of Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥ 90</td>
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<tr>
<td>B+</td>
<td>89-85</td>
</tr>
<tr>
<td>B</td>
<td>85-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-75</td>
</tr>
<tr>
<td>C</td>
<td>75-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-65</td>
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<tr>
<td>D</td>
<td>65-60</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

### Late Work and Re-Submission Policy

We all need extra time to get work done on occasion. In other situations, we may not submit our best work. Everyone has five (5) “tokens” that they can use to turn work in up to 72 hours (3 days) late or to correct and re-submit an assignment one time to improve your grade. Late work will be accepted only through the use of a virtual “token.” Re-submissions require you to correct and upload your assignment to Canvas within 1-week of receiving the grade. Assignments due during finals week are not eligible for revisions or extensions.

Your token balance is listed in Canvas Gradebook. It is up to you to reach out to make the necessary arrangements. Please email me at hboli01s@uis.edu to use a token.

### Psychology Department Grading Policy

Beginning in the fall of 2009, psychology majors and minors must earn a C or better in all psychology courses to use them for completion of the major or minor. If your first term of enrollment at UIS was prior to fall 2009, you are not subject to this requirement. This requirement is triggered by your enrollment at UIS, not your declaration of major, or any other event.

### Incompletes

Incompletes generally will be considered only if a significant portion of the course has been completed but enough incomplete work remains to prevent the student from passing the course. Incompletes are given at the discretion of the instructor.
What UIS resources are available for students?

- Information Technology Services (ITS) – For all tech assistance!
- The Learning Hub
- Documentation Style Guides (from The Learning Hub)
- Brookens Library
- UIS Gender and Sexuality Student Services
- UIS Diversity Center

What mental health resources are available on campus?

From time to time, it is common for students to experience a range of issues that may have an impact on their academic performance, social development, and emotional wellbeing. These may include stress and time management, depression or mood changes, excessive worry, substance / alcohol misuse, interferences in eating or sleep, relationship issues, or other personal / emotional concerns. The UIS Counseling Center offers a variety of confidential services including individual (in person and remote) and group counseling, crisis intervention (including after hours), and specialized screenings. Students who have paid the Health and Counseling fee will receive services at no additional charge; exclusively online students have not paid the fee and should contact the Counseling Center to discuss options for counseling services. If you or someone you know experiences any of the above mental health concerns, we strongly encourage you to contact the UIS Counseling Center or visit any of the resources provided below. Getting help is a smart and courageous thing to do for yourself and those who care about you.

- Counseling Center: https://www.uis.edu/counseling-center or call (217) 206-7122
- Crisis Text Line: Text 741741
- National Suicide Prevention Lifeline: Just dial 988 or (800) 273-8255

Are there national addiction and mental health resources, too?

Many of the topics we discuss will likely relate to your life in various ways. Please see some additional resources that may help you or someone you know.

- Substance Abuse and Mental Health Services Administration (SAMSHA)
- National Institute on Drug Abuse (NIDA): Know What to Ask When Seeking Treatment
- Crisis Text Line
- National Suicide Prevention Line

Can I edit my name and pronouns on Canvas?

Everyone has a right to be addressed by their chosen name and personal pronouns, as well as choose if and when to disclose that information. As a UIS student, you are able to change how your name shows up in Banner and in Canvas and to add personal pronouns you wish to use in class. This option is helpful for various student populations, including but not limited to students who abbreviate their first name, students who use their middle name, international students, and transgender students. As a faculty member, I am committed to using your chosen name and personal pronouns in class. If I (or a classmate) accidentally uses an incorrect personal pronoun when addressing you, please feel free to let me know, in whatever manner makes you comfortable, so that I can make every effort to correct that error. I also understand that these may change at any point during the semester, so please let me know and we can develop a plan to share this information with others in a way that is safe for you. To learn more about personal pronouns and why they are important, please visit mypronouns.org
• To edit your name at UIS, please read these instructions.
• To add your pronouns in Canvas, log into Canvas → click on your Account → click Settings → click Edit Settings → Use the dropdown menu under “Name” to select your pronouns → click Update settings.

**Academic Accommodations**

If you are a student with a documented temporary or ongoing disability in need of academic accommodations, please contact the Office of Disability Services at 217-206-6666.

It is very important that you communicate with me about accommodations as soon as possible so that I can provide those accommodations promptly. Students who have made a request for an academic accommodation that has been reviewed and approved by the ODS will receive an accommodation letter which should be provided by the student to the instructor as soon as possible, preferably in the first week of class.

Disabilities may include, but are not limited to: Psychological, Health, Learning, Sensory, Mobility, ADHD, TBI and Autism Spectrum Disorder. In some cases, accommodations are also available for shorter term disabling conditions such as severe medical situations. Accommodations are based upon underlying medical and cognitive conditions and may include, but are not limited to: extended time for tests and quizzes, distraction free environment for tests and quizzes, a note taker, interpreter and FM devices.

**UIS Academic Integrity Policy**

Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the Office of the Provost.

You are responsible for understanding and complying with the UIS Academic Integrity Policy.

Academic dishonesty in an online learning environment may include the following scenarios:

- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student to a public class meeting
- Using information from online information services without proper citation
- Posting any work as your own that has been written by another author(s)

The unauthorized use of ChatGPT and other forms of artificial intelligence to complete your work in this class without my explicit permission is a violation of the academic integrity policy in my course.

*Please be aware this syllabus is subject to some changes according to instructor discretion. Any changes will be announced and emailed on Canvas.*

**Course Calendar**
<table>
<thead>
<tr>
<th>Week and Topic</th>
<th>Dates</th>
<th>Readings or Media</th>
<th>Assignments Due (Due Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Course</td>
<td>Jan 16-19</td>
<td>1. Syllabus</td>
<td>• Syllabus Quiz (Sunday, 11:59PM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. [Breen (2023)]</td>
<td>• Introduction Task (Sunday, 11:59PM)</td>
</tr>
<tr>
<td>Historical and Conceptual Issues</td>
<td>Jan 22-26</td>
<td>Chapter 1: How have views about addiction changed over time?</td>
<td>• Quiz 1 (Chapter 1) (no later than Friday, 11:59PM)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Homework 1 (Sunday, 11:59PM)</td>
</tr>
<tr>
<td>Disease Models</td>
<td>Jan 29 - Feb 2</td>
<td>Chapter 2: What is the disease model of addiction?</td>
<td>• Quiz 2 (Chapter 2) (no later than Friday, 11:59PM)</td>
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<td>• Discussion Code Contribution (Sunday, 11:59PM)</td>
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<td>• Homework 2 (Discussion Board) (Initial post by Thursday, 11:59PM; Peer replies by Sunday, 11:59PM)</td>
</tr>
<tr>
<td>Comorbidity (End Unit 1)</td>
<td>Feb 5-9</td>
<td>Chapter 4: What are co-occurring conditions and why might they happen?</td>
<td>• Quiz 3 (Chapter 4) (no later than Friday, 11:59PM)</td>
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<td>• Portfolio Assignment 1 (Sunday, 11:59PM)</td>
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<tr>
<td>Psychoanalytic Models</td>
<td>Feb 12-16</td>
<td>Chapter 5: What does psychoanalytic theory say about addiction?</td>
<td>• Quiz 4 (Chapter 5) (no later than Friday, 11:59PM)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Homework 3 (Sunday, 11:59PM)</td>
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<td>• [Submit Grading Tracker (Sunday, 11:59PM)]</td>
</tr>
<tr>
<td>Cognitive Models</td>
<td>Feb 19-23</td>
<td>1. Chapter 7: What are cognitive views of addiction?</td>
<td>• Quiz 5 (Chapter 7) (no later than Friday, 11:59PM)</td>
</tr>
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<td></td>
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<td>2. <a href="https://www.ted.com/talks/robert_lewis_addiction">Lewis (2013) TEDTalk</a></td>
<td>• Homework 4 (Discussion Board) (Initial post by Thursday, 11:59PM; Peer replies by Sunday, 11:59PM)</td>
</tr>
<tr>
<td>Family Systems (End Unit 2)</td>
<td>Feb 26 - Mar 1</td>
<td>Chapter 8: What are family systems models of addiction?</td>
<td>• Quiz 6 (Chapter 8) (no later than Friday, 11:59PM)</td>
</tr>
<tr>
<td>Course Calendar</td>
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<tr>
<td><strong>Conditioning Models</strong></td>
<td>Mar 4-8</td>
<td>Chapter 6: How do conditioning models explain and treat addiction?</td>
<td></td>
</tr>
</tbody>
</table>
| **Promoting Motivation, Part 1** | Mar 18-22 | 1. Chapter 11: How can we measure and change motivation in addiction? (pp. 296-321, stop at Self-Determination Theory section)  
2. Videos on Effective vs. Ineffective Interviewing |  |
| **Promoting Motivation, Part 2** | Mar 25-29 | 1. Chapter 11: How can we measure and change motivation in addiction? (pp. 321-343; finish chapter)  
2. Kelly et al. (2016) |  |
| **Public Health and Prevention, Part 1** | Apr 1-5 | Chapter 3: What does research say about preventing addictive behavior? (pp. 57-87, stop at Community Coalition Building section) |  |
| **Public Health and Prevention, Part 2 (End Unit 3)** | Apr 8-12 | 1. Chapter 3: What does research say about preventing addictive behavior? (pp. 87-102, finish chapter) |  |
| **Social and Cultural Issues** | Apr 15-19 | 1. Chapter 9: How should we incorporate sociocultural factors into addiction studies and treatment?  
2. Sober Curious? Dr. Katie Witkiewitz interview  
Course Calendar

| Behavioral Addictions | Apr 22-26 | Chapter 10: What are behavioral addictions? What issues exist when diagnosing addictive behavior? | • Quiz 13 (Chapter 10) (no later than Friday, 11:59PM)  
• Portfolio Assignment 4 (Sunday, 11:59PM)  
• Submit Grading Tracker (Sunday, 11:59PM) |
|----------------------|-----------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Linking Evidence to Practice | Apr 29 - May 2 | 1. Chapter 12: How can we transfer theory and research into practice?  
2. Lowis et al. (2019) | • Quiz 14 (Chapter 12) (no later than Friday, 11:59PM)  
• Homework 10 (Discussion Board) (Initial post by Thursday, 11:59PM; Peer replies by Sunday, 11:59PM) |
| Finals Week | May 5-10 | None | Final Portfolio Package (Friday, 11:59PM) |

APA-Style References for Readings and Media Outside of the Book


