

COURSE INFORMATION & SYLLABUS
PSYC 5273 – Addictions: Research and Practice
Summer 2 2024

M/T/W/Th 8:00 – 10:00 Room: PY101
INSTRUCTOR: Dr. Arthur Cardona, PsyD
TEXTBOOKS:

Concepts of Chemical Dependency: Doweiko (Cengage) 11th
The Complete Adult Psychotherapy Treatment Planner: Jongsma (Wiley)

PSYC 5273 – Addictions: Research and Practice

Course Description: This course covers the psychological side of addictions. Addictions to substances; gambling, eating, Internet and gaming and other related topics. Socio-cultural, historical, legal, and clinical issues related to addictions, theories and an overview of therapeutic approaches for treatment and prevention.

Course Outline: This course is designed to familiarize students with addictions counseling field including basic pharmacology, conceptualization and assessment of substance abuse, conceptualization and assessment of sex addiction, conceptualization and assessment of gambling addiction, conceptualization and assessment of eating disorders conceptualization and assessment of Internet and gaming addictions. Models of treatment and prevention and the family dynamics that result from addictions.

Course Outcome Competencies: By the conclusion of the course, the student will understand and will be able to:

- Recognize all major concepts regarding substance abuse issues, assessment and treatment
- Recognize all major concepts regarding sex addiction including pornography addiction.
- Recognize all major concepts regarding gambling addiction.
- Recognize all major concepts regarding eating addiction.
- Recognize all major concepts regarding Internet and gaming addiction.
- Recognize the major classes of drugs and their effects.
- Use knowledge gained in class to discuss the models of addiction.
- Be familiar with and understand assessment and treatment approaches of addictions counseling.
- Become familiar with various resources on the internet related to abuse/addictions issues.
- This course requires the privacy of the students and the people you may observe.

Exam: 1 Final exam = 500 points

Case Study = 500 points

A case study using the treatment planner (Jongsma) as your guide. I will provide a case study on August 1st, and you will set up the detailed treatment plan based upon a particular school of counseling. Due August 7th.

Presentations:

Presentation Type 1: Textbook Chapters = 250 points (In assigned groups)

1. **Objective:**
 - To enhance students' understanding and mastery of the textbook material.
 - To develop presentation and public speaking skills.
 - To engage students in critical thinking and synthesis of key concepts from the textbook.
2. **Format and Requirements:**
 - **Content:** Each group will present 6 assigned chapters from the textbook on assigned date.
 - **Duration:** The presentation should last between 45 minutes to 1 hour.
 - **Collaboration:** This presentation will be done with your assigned partner. Each partner should equally share the presentation time to ensure balanced participation. Half you of your points will be based on
 - **Presentation Tool:** Use PowerPoint to create visually engaging and informative slides.
 - **Quiz Questions:** Must provide 10 multiple choice questions based on their presentation and readings. These questions should reflect important concepts and details from the chapters and will be used to create a pool of questions for the final exam.
3. **Peer Evaluation:** (*worth 125 points of the total 250*)
 - **Objective:** To encourage accountability, participation, and cooperation within groups.
 - **Evaluation Criteria:** Each group will grade each other on various factors, including:
 - Participation and involvement in preparation and presentation.
 - Cooperation and teamwork.
 - Contribution to the content and quality of the presentation.
 - Communication skills and ability to work effectively with the partner.
4. **Rationale:**
 - **Comprehensive Understanding:** By presenting on three chapters, students will gain a deeper and more comprehensive understanding of the material.
 - **Active Learning:** This activity encourages active learning and engagement with the content, promoting better retention and comprehension.

- **Assessment Preparation:** Creating multiple choice questions helps students identify key points and prepare for the type of questions they might encounter in the final exam.
- **Skill Development:** The requirement to use PowerPoint and present to the class helps students develop essential skills in presentation, public speaking, and the use of technology in education.

Presentation Type 2: Resource Presentation = 250 points (Individual)

1. Objective:

- To apply theoretical knowledge to real-world scenarios and understand various treatment settings.
- To foster research skills, critical thinking, and practical application of course concepts.
- To educate on all possible addiction services and resources available at both local and national levels.

2. Format and Requirements:

- **Content:** Each will research and present on a specific addiction treatment resource from the provided list of 20 different resources (local and national). They will provide a comprehensive overview of the services offered, the target population, and the effectiveness of the treatment.
- **Duration:** The presentation should last between 20 to 30 minutes.
- **Immersive Elements:** Include case studies, interviews, or site visits if possible to provide a more immersive and engaging presentation.
- **Interactive Component:** Encourage audience engagement through Q&A sessions, discussions, or interactive activities.

3. Rationale:

- **Real-world Application:** This project bridges the gap between theoretical knowledge and practical application, helping students see the relevance of their studies in real-world contexts.
- **Research and Critical Thinking:** Conducting research and presenting findings enhances students' research skills, critical thinking, and ability to synthesize information.
- **Comprehensive Awareness:** Understanding both local and national treatment settings ensures students are well-informed about the wide range of resources and services available for addiction treatment.
- **Professional Development:** This project prepares students for professional roles by developing skills in research, presentation, and community engagement.

Point totals:

Each Presentation is worth 250 points (500 total)

Case Study is worth 500 points (emailed to Arthur.cardona@msutexas.edu)

Final Exam 500 points

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete.

Letter Grade	Detailed Grading Scale	
	Percentage	Points Range
A	90-100%	1350 - 1500
B	80-89%	1200 - 1349
C	70-79%	1050 - 1199
D	60-69%	900 - 1049
F	Below 60%	0 - 899

IF YOU HAVE MORE THAN Six (6) UNEXCUSED ABSENCES, YOU WILL BE DROPPED FROM THIS CLASS WITH A GRADE OF “F”.

An absence may be excused **ONLY** if the student complies with, or provides one of the following:

- a. Negotiates approval for the absence with the instructor **IN ADVANCE**, or in the case of a legitimate emergency, as soon as is reasonable.
- b. Presents a written excuse from a physician or the MSU Infirmary via the Dean of Students
- c. Presents written evidence of participation in a mandatory University function (Band, Choir, Sports, etc.)
- d. Presents written evidence of attendance at a recognized professional meeting or professional educational program.
- e. Presents a written excuse from a physician for a dependent child’s illness via the Dean of Students.

Student Code of Conduct:

MSU's official policy in the University's Code of Student Conduct on page 52, states:

Instructor Drop An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor’s drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 9 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 12th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar as the official drop date. A student dropped from a class by a faculty member for disruptive behavior has the right of appeal to the Student Conduct Committee through the Student Conduct office.

I will closely follow this policy in terms of your conduct in class. Anything that is disruptive to the class will result in you being Instructor Dropped from the class with a grade of F. I will enforce this policy in that my obligation is to provide the best and most informative course that I can. I cannot do that when there is behavior that disrupts the class. This also includes attempting to dominate or "teach" the class, interrupting the course frequently with stories that are not facilitative or relevant to the flow of the class, using electronics during class that are not directly related to the class material, and talking frequently to one's peers while course is being held. Any other behaviors that are deemed disruptive will also be enforced as deemed by our Code of Conduct policy. Remember that there are stories and questions that are facilitative to our class discussions, and some that are obstructive.

Other Comments:

Taping, laptop microphones, Googleglasses, cell phones – NOT ALLOWED! All students deserve the same respect and confidentiality in the classroom.

Given the nature, scope, and intensity of this course, it is essential that each student keep up. It is the responsibility of each student to seek assistance when needed.

Instructor’s policy on Academic Dishonesty:

Academic Integrity: - Students are expected to abide by the rules for academic integrity. Any violations of these rules will be reported to the proper authorities for disciplinary action (please consult your student catalog – page 71). Students caught cheating in the class will be given a grade of “F” for the course. Cheating includes plagiarism—taking credit for someone else’s work (e.g., cutting and pasting text from someone else’s work from the internet or some other electronic form or directly quoting or paraphrasing someone’s work and not properly referencing the source).

Service for the Disabled:

It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. Students should inform the instructor of existing disabilities at the first class meeting.

Websites of interest:

<http://www.family.samhsa.gov/main/facts.aspx>

https://ncadistore.samhsa.gov/catalog/SC_Itemlist.aspx?

http://www.theantidrug.com/drug_info/http://www.samhsa.gov/index.aspx

Here is a list of 20 different resources for various types of addictions that you can choose from for your Resource Presentation:

- Narcotics Anonymous (NA)
- Alcoholics Anonymous (AA)
- Gambling Anonymous (GA)
- Smart Recovery
- Celebrate Recovery
- Al-Anon/Alateen (for families of alcoholics)
- Substance Abuse and Mental Health Services Administration (SAMHSA)
- National Institute on Drug Abuse (NIDA)
- Shatterproof
- Hazelden Betty Ford Foundation
- Phoenix House
- The Recovery Village
- American Addiction Centers
- Teen Challenge
- Caron Treatment Centers
- Sober Living Homes
- Inpatient Rehabilitation Centers (e.g., local hospital or private facility)
- Outpatient Treatment Programs (e.g., local clinics)
- Detox Centers (e.g., local hospital or private facility)
- Residential Treatment Centers for Adolescents

