



PSY 237 Addictions: A Biopsychosocial Approach
3 credit hours

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Prerequisite: Psy 100 General Psychology

Meeting Times: Online

Required Textbook:

Taking Sides: Clashing Views in Drugs and Society, 12th Edition (2018).

Dennis K Miller Publisher: McGraw Hill. **ISBN-13:** 9781259922794

Course Description:

This course explores the nature of addiction in a seminar and small group discussion format. Video case studies, professional interviews, as well as video documentaries are presented. Particular emphasis is placed on biopsychosocial factors that influence the development, maintenance, and treatment of addictions.

Course Objectives:

The purpose of this course is to introduce the student to the nature of addictions and current therapeutic and treatment approaches. Upon successful completion of this course, students will be able to:

- identify psychoactive drugs
- identify current biological, psychological, and social factors that influence the development and maintenance of addictions.
- identify the DSM 5 criteria for substance related disorders
- gain an appreciation of an addict's struggle and the impact addictions has on the family.
- identify different treatment approaches for addicts and their families.

Course Outcomes and Measures:

- Knowledge Base of Addictions. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends especially in the area(s) of substance addiction etiology, diagnosis, and treatment. **Measures:** Students will take multiple choice exams and participate in class discussions.
- Students will demonstrate learning and evaluation of theories and research in addictions. **Measure:** Students will write a critical thinking paper addressing current theories and perspectives in addictions.

Course Requirements:

1. Canvas. You are required to login Canvas. Click on Dashboard or Courses and find our class. Please check your cedar crest email for instructions to login.

- **Website:** <https://cedarcrest.instructure.com>
- **Problems logging in? Contact:** Canvas Support
- **Hours:** 24 hours a day; 7 days a week
- **Hotline:** (844) 303-8287
- **Chat:** Click on the Help button (bottom left of the screen)

2. Welcome! Start Here. In Canvas you will find:

- **Course overview.** This is a summary of the class requirements.
- **Syllabus and Calendar.** This is our contract for the course. Print this now!
- **Syllabus Quiz.** Read the syllabus first. Take this 5-point bonus quiz. These are extra credit points that will be added to your overall points. You must complete this in the first few days or you will be marked as non-attending.
- **Meet and Greet.** Please introduce yourself to the class.
- **Study Advice.** Study advice from me to you!
- **Grades - FAQ.** Frequently Asked Questions about how to calculate your grade. It is easy!
- **Recommended Readings.** This is a list of books I found helpful. They are not required. They are for anyone who wants to read more about Addictions. Please email me with any books you found helpful!

3. Topics. There are 6 topics in this course. Under each Topic in Canvas you will find:

- **Lecture Notes.** My Lecture Notes are typed out for you to read. I wrote them in everyday language with humor and real-life application! I hope they read like a novel for you! You will be quizzed on all the information in these Lecture Notes.
- **Lecture Notes Outline.** There is an optional outline to help you organize the information. Use this as your own personal study guide. You do not hand this in.

4. Quizzes. There are 6 quizzes. One 15 question multiple choice quiz for every Topic based on the Lecture Notes. You will have 20 minutes to complete 15 questions.

- **Number of Questions:** 15
- **Value:** Up to 45 points each
- **Total Value:** 270 Total points (68% of final grade)
- **Grade:** Your grade will be immediately posted after you finish the test
- **Due Date:** See the Class Calendar

5. Video Discussion. For each topic there is an online video for you to view. I hope it captures your interest! It helps to see the information and hear from real people. Post under each Discussion. Reply to all the questions. Comment on at least one other student's post. Each of your posts must be at least 5 substantial sentences that demonstrate thought, understanding about the video/ topic. I want to see that you viewed the entire video and thought about it. Credit is not given for general statements such as "I agree." Your post must show in depth application.

- **Number of Posts:** 2 per Topical Video (your post and reply to another student)
- **Value:** Up to 5 points per Topical Video (your post and reply to another student combined)
- **Total Value:** 30 points (7 % of final grade)
- **Grade:** Your grades will be posted within 24 hours of due date
- **Due Date:** See the Class Calendar

6. Critical Thinking Paper. Go to the Content page (page iii) from the assigned Taking Sides book. Pick 5 Issues (Unit Questions) that interest you. Each Issue presents two short articles – a Yes article and a No article followed by Exploring The Issue Critical Thinking and Reflection.

- **Value:** Up to 100 points (25% of your final grade)
- **Grade:** You grade will be posted within 24 hours of your submission
- **Due Date:** See the Class Calendar

Paper Requirements: You must submit everything in one document. Upload your paper through the Drop box link. Organize your paper as follows:

Title Page: Page one is an APA style title page. Only do this once for the entire paper (not for each article). Do not put my name or the name of the class. It must only contain:

Taking Sides in Addictions (centered)

Your full name (centered)

Cedar Crest College (centered)

ISSUE: What is the Question? (Start on page 2. Each Issue should start on a new page)

Yes Article: Identify the source

No Article: Identify the source

Learning Outcomes: Retype and Answer EACH bullet listed. You may type your answer using bullets.

Exploring The Issue: Answer ONE Critical Thinking and Reflection question. Retype ONE question that interests you and give your opinion. Your opinion must be at least 5 substantial sentences.

Use 1" margins, 10 – 12 point font, single and/ or double spacing

Each Issue must begin on a new page.

Upload your paper through the Drop box link

Grading Rubric

	Points/Penalty
One APA style Title Page	5 points
Identify Issue, Yes Article, No Article	5 point per Issue
Learning Outcome Answer Each Bullet	15 points per Issue
Exploring the Issue: Your opinion	5 points per Issue
Spelling, Grammar	1 point penalty per error
Plagiarism * see college policy on plagiarism	Course failure

7. Policy for Missed Quiz or Paper. All assignments must be completed by the deadline. If you miss an assignment due to an unpredictable emergency, it is your responsibility to contact me immediately (within 24 hours). To qualify for a make quiz, you will need to show documented proof of one of the following:

- **Death of a friend or family member.** Upon return to class, you must submit to me a copy of the funeral program for “proof of attendance”.
- **Medical Reason** that is accompanied by a legitimate and verifiable documentation from your healthcare provider briefly explaining the necessity for your inability to attend class on that day. The documentation must include a printed (legible) name AND signature AND a daytime phone number.
- **Legal Proceeding** requiring your attendance as a juror, defendant, complainant, or witness. You must provide an official legal notice or subpoena signed by a judge or another court official that indicates the specific date of your court appearance.

- **Military Service.** Official proof of government service required.
- **Car Accident.** Official accident report from police or dated repair shop estimate required.

Please Note: There is no makeup, extended time, or alternative assignment for missed class discussions.

8. Final Grade. The final grade is based on your total points earned (not percentage points).

Note: there is no curve or additional extra credit.

Assignments	Total Possible Points
Concepts, Credentials, and Paraphilias Quiz	45
Concepts, Credentials, and Paraphilias Video Discussion	5
Psychoactive Drugs Quiz	45
Psychoactive Drugs Discussion	5
Etiology Quiz	45
Etiology Video Discussion	5
The Adolescent User Quiz	45
The Adolescent User Video Discussion	5
Diagnosing Addiction Quiz	45
Diagnosing Addiction Video Discussion	5
Stages and Psychological Treatments Quiz	45
Stages and Psychological Treatments Video Discussion	5
Critical Thinking Paper	100
Total	400
Extra Credit Syllabus Quiz	5

This is an accelerated course! You must work on these topics – a little every day. You can work ahead of the schedule. Do not wait until the end to start. It will be too overwhelming! Pace yourself. I highly recommend you complete assignments **at least 24 hours before** the due date – just in case something happens. I need 24 hours to address any concerns. If your computer crashes and it is less than 24 hours before the deadline, I cannot accommodate you. Use this calendar to check off Assignments.

Earned Points	Letter Grade
400 - 372	A
371 - 357	A -
356 - 347	B +
346 - 331	B
330 - 317	B-
316 - 304	C +
303 - 288	C
387 - 277	C-
276 - 265	D +
264 - 238	D
0 - 237	F

9. Psychology Department Attendance Policy: The Psychology Department is committed to the principle that regular and punctual class attendance is essential to the students' optimum learning and successful academic achievement. Regular class attendance is a student obligation, and students are responsible for all work, tests and written assignments. Therefore, students are

expected to be present for all class sessions. The Psychology Department's attendance policy recognizes that there will be times when attendance at class is not possible. You may think of the policy as being similar to the type used in the corporate world where each employee is given a certain number of "personal/sick days." Based on the number of regularly scheduled class meetings, you will be allowed a certain number of absences (see below) with no consequences, no questions asked. In other words, there is no distinction between excused and unexcused absences. You are of course responsible for anything covered during those missed classes, and for submitting assignments on time, regardless of whether or not you attend. Beyond the allowable number of absences, there are consequences that will adversely impact your grade, much as missing too many days of work can adversely impact your employment status. Above all else, you should carefully consider each decision to not attend class, as once your allotted absences have been used, they are gone. It is each student's responsibility to understand this policy and to keep track of absences throughout the semester.

Application to this Class: You must keep up with assignment deadlines. Simply logging into the course does not count for attendance. Attendance is critical to your success in this course. Students are expected to fully participate in class via participation, threaded discussion contributions and completion of all assignments by the due dates. **Late assignments will not be accepted** unless you provide proof of a documented emergency. Your final course grade will be affected by both the quality and quantity of your participation. Your class participation should give evidence of you keeping up to date in all the assigned readings and assignments.

10. Technology Support Resources: Please refer to the Information Technology Support Center website and the IT HelpDesk for Cedar Crest College computer, software, and other technology resources available to students. The IT Support Center resources are available at the following website: <https://cedarcrest.teamdynamix.com/TDClient/Home/>. The IT HelpDesk is located at the Bridge of the Student Success Center on the main floor of Cressman Library (610-606-4635 and helpdesk@cedarcrest.edu).

11. Tutoring and Academic Support Resources: The Student Success Center, located on the main floor of Cressman Library, offers writing and tutoring resources to all Cedar Crest students with the goals of assisting students in achieving academic success and becoming effective, independent learners. Smarthinking, on-line tutoring service, is also available to all Cedar Crest students. For information about all available tutoring services and scheduling information, please refer to the Tutoring and Support Resources page on MyCedarCrest, located under the "Academic Services" page in the "Current Students" Section: my.cedarcrest.edu/ICS/Current_Students/Academic_Services/Tutoring_Support_Resources.jnz. The Student Success Center may also be contacted at 610-606-4628 or advising@cedarcrest.edu.

12. Cedar Crest College Honor Philosophy: The Cedar Crest College Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. It is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

13. Cedar Crest College Diversity Statement: Founded under the mission to expand women's access to higher-education, Cedar Crest College values difference in a diverse, inclusive, and equitable learning environment. The College is committed to educational excellence, leadership, and civic engagement in a pluralistic society. We thus embrace an inclusive community that brings together students, faculty, and staff of different racial and multi-racial, ethnic and multi-ethnic, gender and sexually diverse, religious and nonreligious, economic, and national identities

and ages. Our educational mission includes students who have been historically underrepresented in higher education, such as students of color, first-generation college students, international students, students of varying ability or disability, and other identities.

14. Classroom Protocol: Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The College's community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds. The college expects students to conduct themselves in a manner that best realizes their own and other students' education, as consistent with the Cedar Crest College Honor Code. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by the instructor and departmental guidelines, as appropriate to the educational goals of the learning environment.

15. Academic Integrity: Academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written or visual) completed as part of a Cedar Crest education. Cedar Crest College reserves the right to define, in its sole discretion, what constitutes academic misconduct. Examples of academic misconduct include, but are not limited to, cheating, plagiarism, collusion, falsification, sabotage, and impersonation. This list is not exhaustive, and other acts in violation of the Cedar Crest Honor Code or academic standards of integrity may be deemed academic misconduct by an instructor or by the college. Students who violate these standards are subject to sanctions imposed by the course instructor, department chair, the Provost's office, or the Board of Trustees. In this course, instances of academic conduct may result in a failure to the course in addition to punitive action that may be taken by the college. When an instructor determines that a student has engaged in academic misconduct, the instructor is obligated to report the incident to the Provost's office. Reports are recorded in the Provost's office, which will notify the student of their receipt and the College's policies regarding academic misconduct. For more information, please refer to the Student Handbook, Section IV: Community Standards for Academic Conduct.

16. VeriCite Citation Verification/Plagiarism Detection: Cedar Crest College uses a citation verification service (VeriCite, www.vericite.com) to help teach proper citation techniques and to ensure the integrity of written academic work. By enrolling in this course, students agree to the submission of their written assignments to such a citation verification service, the use of which is subject to the Terms of Use posted on the provider's website. Written work submitted to a citation verification service will become part of its database for the purposes of future citation verification.

17. Resources for Students with Disabilities: Cedar Crest College is committed to ensuring students with disabilities are welcomed as a part of our diverse community and that they have equal access to participate in all programs and services offered by the College, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the National Rehabilitation Act. If you have a disability and require accommodations to access any portion of the design, instruction, or experiences that comprise this course or any other campus activity, please contact Disability Resources (610-606-4628; advising@cedarcrest.edu; Student Success Center in Cressman Library) to set up an appointment to discuss your need for accommodations. Please note that accommodations are not retroactive and may require advance notice to implement. Please refer to the Disability Resources page on MyCedarCrest for more information (https://www.cedarcrest.edu/ada_file.shtm). Accommodations will not be provided unless the

instructor receives an official Cedar Crest College Accommodations Letter. If you are already receiving accommodations, please remember to have a confidential conversation (in person, via email, or phone call) with your instructor to discuss the approved accommodations you intend to use for this course and how they may be implemented.

18. Audio Recording: Students with disabilities may be approved to audio record lectures in this course in order to be provided meaningful access to the lecture material and to the educational experience. Students who are approved for this accommodation may only use this material for personal academic use and may not share the recording with anyone else. Dissemination of class recordings is only permitted with the speaker's explicit written consent. Note: audio recording may be prohibited, at the instructor's sole discretion, during portions of the lecture or discussion that may involve personal, self-disclosure by other students. Please see your instructor if you have any questions or concerns about this policy.

19. Class Recording: Classes may be recorded by instructors in both in-person and online formats. Students will be notified in advance if classes are being recorded. These recordings may be made available through the course website in Canvas (the College's Learning Management System). These recordings are used for educational purposes only and may not be shared with anyone else or posted anywhere online (outside of the Canvas course site). The dissemination of class recordings other than in Canvas is only permitted with the speaker's (including any identifiable student on the recording) explicit written permission.

Student recordings of class must have prior instructor approval and are prohibited except for the purposes of an individual student making the recording to achieve course learning outcomes (e.g., a student studying lecture material to prepare for an exam). Other students must be notified in advance if classes are being recorded; therefore, students should receive permission from an instructor to record class and the instructor will provide notice to other students that the course is being recorded. Such student recordings may not be disseminated or shared without explicit instructor approval in addition to the explicit written permission of any speaker (including any identifiable student on the recording). Students with approved accommodations may also be permitted to record lectures in this course in order to be provided meaningful access to the lecture material and to the educational experience and such requests are handled in accordance with the College's policies and procedures.

Note: Recordings may be prohibited, at the instructor's sole discretion, during portions of lectures or discussions that may involve personal, self-disclosure by other students. Instructors may also prohibit recordings to ensure the academic integrity of assignments (e.g., during reviews of exam answers). Please see your instructor if you have any questions or concerns about this policy.

20. Attendance & COVID-19. Any student experiencing symptoms of COVID-19, with a suspected or positive diagnosis of COVID-19, or with known exposure to COVID-19 is not permitted to attend class in person. Students who are absent for such reasons may choose to participate as their health permits in synchronous online class meetings. Class absences due to COVID-19 symptoms, diagnosis, or exposure will not be penalized. Students should contact their instructor if they have questions regarding how to access required academic material (such as lectures) and complete assignments during such absences.

Absence notifications from the Dean of Students are not required for these absences. Students should refer to the Communicable Disease Policy for guidance regarding when they may return to class after a COVID-19-related absence.

COVID-19 Symptoms, Exposure, or Diagnosis

Students are required to monitor their symptoms daily through Healthy Roster. Traditional students who are experiencing symptoms or believe they may have been exposed to COVID-19 should call Student Health Services for guidance. SAGE students should contact their medical provider for guidance. Any student with a positive diagnosis of COVID-19 or with known exposure to COVID-19 must report that fact to Health Services (610-606-4640 or 610-437-4471, ext. 4640; <https://www.cedarcrest.edu/healthservices/>).

Face Coverings

Face coverings must be worn by all students on campus when in the presence of others and in public settings where other social distancing measures are difficult to maintain, such as common and shared spaces, classrooms, meeting rooms, hallways or bathrooms. Face coverings must cover the nose and mouth, be secured to the head, and may include either fabric masks or plastic face shields. Students are expected to have a clean face covering each day. The College will strictly enforce the wearing of face coverings. Students without a face covering are not permitted to attend in-person class meetings and will be asked to leave by the instructor. In addition, students must abide by all health and safety practices described in the College's Health & Safety Plan for Resuming In-Person Instruction. Failure to follow requirements for reporting COVID-19 diagnosis or exposure, for face-covering use, or for other practices outlined in the Health and Safety plan will be addressed through the College's Community Standards of Social Conduct process.