

**Course Syllabus  
PSYC 340 – Addictions  
Walsh University  
Spring 2020**

Instructor: Kim Metz, Ph.D.

Office hours: Mon/Wed/Fri: 10:20 – 11:20; Tues: 1:15

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Class hours: T, Th 11:30 – 1:00

Office location: Betzler 214

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## **Texts:**

- Thombs, D. (2013) Introduction to Addictive Behaviors, 4<sup>th</sup> Edition, Guilford Press.
- Assigned readings

## **Course Objectives**

- To explore major approaches to defining and explaining addiction.
- To recognize biological, psychological, interpersonal, family and social factors which contribute to the development of addiction.
- To determine whether the addiction paradigm can be applied to compulsive disorders other than substance abuse.
- To explore personal reactions to addiction and addicts.
- As a Heritage 1 course: To incorporate ideas and philosophy from Gaudium et Spes when attempting to process various aspects of the Addiction field.

## **Policies:**

**Attendance** - Students are expected to attend all classes and are responsible for all class work, lectures and assignments whether they are present or not. I will take attendance on a regular basis. Everyone will start the semester with 20 points for attendance. I will permit you 2 cuts (not to be taken on exam days!). These cuts can be used when you become ill, when you have an athletic contest, when your car won't start or when your great aunt Suzi passes away. After that I will deduct 2 points for every day you are not present. If you have an illness or loss that necessitates an extended time out, contact me as soon as possible. Missing more than 9 contact hours of class is grounds for withdrawal from the course.

**Make up tests:** **Students are expected to be present for all tests.** No student has the right to a make-up. Make-up tests will be provided only in those exceptional cases where the student is able to provide clear and convincing evidence of a severe illness or emergency. The burden of proof rests with the student requesting the make-up. The final decision is in the instructor's discretion. If you have to miss a test you **MUST** let me know prior to the test or as soon as possible afterwards. You can reach me via ECN or via e-mail. If you come to the next class period expecting to make up an exam and have not previously contacted me, you will not be able to make up the test.

**Academic Integrity** – The Social and Behavioral Science Division subscribes to the academic honesty policy stated in the most recent version of the Walsh University Undergraduate Catalog and the Student Handbook. Plagiarism and other forms of academic dishonesty or cheating will result in a failing test or course grade or suspension.

**Disabilities** – Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. However, please be advised that it is your responsibility to arrange accommodations and failure to do so in a timely manner may have a negative impact on your academic success. If you feel that you may need an accommodation based on the impact of a disability, please contact Meredith Sodik, Director of Accessibility Services, at 330-490-7529 or msodik@walsh.edu to begin delivery of services as soon as possible. Once your eligibility for services is determined, your instructors will be provided a letter which will outline your accommodations. If you believe you may have a disability and would like to learn more about disability-related services, please contact The Office of Accessibility Services, located in Farrell Hall 209, immediately.

**Walsh Course Evaluations:** At the end of each semester, all Walsh students are invited to complete the course evaluation surveys for their courses. Every survey is confidential, and thoughtful student responses regarding the instructional aspects of the course provide faculty with insights about their teaching effectiveness and gives them insight into future improvements for the course and programs. Once you receive a notification that the evaluation period is open, you can access the survey by using the instructions listed below. The system is set to automatically create reminders. You will no longer receive these reminder messages once you completed the surveys. The course evaluation surveys can be accessed during the evaluation period at <https://walsh.campuslabs.com/courseeval/>. Please follow the link and sign in to the system using your Walsh ID and password. If you have technical issues with your ID or password, please contact the Walsh Help Desk for assistance at [helpdesk@walsh.edu](mailto:helpdesk@walsh.edu). Thank you in advance for helping our faculty improve your learning environment!

## **Classroom Etiquette**

**Cell phones:** Texting during class has become an issue. While this behavior deprives you of learning the material because you are distracted, I'm really not so concerned by this. After all, you could be distracted by a daydream and I would never know. What is concerning is that the daydream does not distract ME. Nor is it rude or disrespectful to ME as I can't tell you are daydreaming. I CAN tell when you are texting. If I catch you texting/using your phone repeatedly in class, I will ask you to leave or surrender your phone for the remainder of the class period.

**Food in class:** I suppose this is OK. I know that you guys have to skip lunch at times and I don't want you to waste away! Could you please make it something non-distracting so that you are crunching and distracting your neighbor.

**Tardiness:** I know that "stuff happens" and sometimes being late is unavoidable. If that is the case, please enter quietly and sit as close to the door as possible so as not to disrupt too many people. If you are habitually late I will assume that you are being disrespectful to me and the rest of the class. You don't want me to operate on an assumption that you are a disrespectful person! Similarly, leaving during class can also be disrespectful. I understand that you may have to leave if you have an emergency or an extenuating circumstance but our class is only an hour long. Please try to focus for the hour and not leave unless it is necessary.

**Laptops:** I would prefer that you not have one in class. Partly, because I fear that you will be tempted to work on something else besides listening and taking notes on my lecture. However, it's even more so because your tapping on the keys can be very distracting to the person sitting next to you. If you really feel the need to take notes with one, please talk to me

about why and we will discuss options. Know that research in cognitive psychology has shown that paper and pencil note taking is more effective than taking notes on the computer. *I WOULD like you to bring paper and a pen to every class. I do expect that you take notes during class.*

## **Requirements**

- Attendance: As stated earlier, you will be able to earn points for attendance.
- Quizzes: YOU WILL BE QUIZZED ON SELECT ASSIGNED ARTICLE READINGS at the beginning of class on the day we discuss them. This will help ensure that you will be able to actively participate during class. **If you are late to class and miss the quiz, you will NOT be able to take it.** I WILL let you drop your lowest quiz score at the end of the semester.
- 3 tests: Tests will cover material from the Addictive Behavior text, lecture material and any readings that may be provided.
- You will work in pairs completing a Film review/discussion.
- Since this is an H1 class, you will complete a paper relating *Gaudium et Spes* to our course work. Specifically, we will watch "Hope for the Addicted: The San Patrignano Story" and read excerpts from Stanton Peele's theories about addiction. You will also read a Gaudium summary and an excerpt from Gaudium. You will then write a 2-3 page essay in which you a.) Explain how you think Peele would feel about the treatment center at San Pat. b.) Note pros and cons for both San Pat and Peele's ideas. c.) Identify which sections of the Gaudium you believe the treatment center embodies and note how it does so. This will be due on Tuesday, Feb 25.

### **Film Review/Discussion - This will be due class time on March 31, 2020**

Choose one of the films listed below to review and discuss. You will work with a partner.

Leaving Las Vegas	Days of Wine and Roses	Fear & Loathing in Las Vegas
Clean and Sober	When a Man Loves a Woman	Drugstore Cowboy
Requiem for a Dream	21 Grams	Rush
Basketball Diaries	28 Days	Less Than Zero
Rounders (gambling)	Flight	

**Clear another choice with me**

Your paper should be organized around and include answers to the following questions. **Be sure you include the following main headings** and that those headings are **supported by useful information**. Include at least **two references** to support your thoughts/ideas (not including your textbook but may include any of the articles we read). Used in text citations and a Reference page. APA style is preferred. Your paper should be between 4 and 5 pages long.

#### **1. CAUSES OF ADDICTIVE BEHAVIOR**

What does this film imply about the causes (as explained in psychological, behavioral, cognitive, or family/sociological theoretical models) of the central character(s) problematic behavior (or addiction)? Does the film maker seem to put more emphasis on biological, psychological, developmental, interpersonal, family or sociocultural factors as key contributors to the addictive problems portrayed in the film? What specifically in the film leads you to these conclusions? Explain your reasoning by using specific examples from the video.

## 2. PROGRESSION/RECOVERY

Are there identifiable changes which the central character(s) undergo(es) in this video? If so, in what areas of his/her (their) life (lives) do you see changes (cognitive functioning, emotional functioning, interpersonal behavior, intimate relationships, physical health, social connections, personal values, career/work/educational functioning, criminal behavior, etc.) Do the stages of change help to clarify what happens in this film? Why or Why not? Remember to support your position by references to concepts of addiction (or recovery) progression (either positively or negatively) and by specific examples from the film.

## 3. INTERVENTION/TREATMENT OF ADDICTION

If your video portrays a treatment process:

Identify the components (detox, individual therapy, group therapy, psycho-education, self- help, informal, community-based assistance, etc.) and approaches to treatment (specific therapy approaches, etc.) portrayed in this video. Which therapy approaches seemed most useful (and least useful) in facilitating recovery? Which problems and issues seemed most important to resolve in order for the addict to move forward in the recovery process? Support your discussion with specific examples from the video.

If your video does not portray a treatment process:

Consider what approaches to intervention might be most effective in trying to facilitate a recovery process in the addict. What would you do if you were in charge of intervention for this addict? What specific issues do you think might be able to be used to help move this addict into accepting treatment? Support your discussion with specific examples from the video.

## 4. ANSWER **ONE** OF THE FOLLOWING QUESTIONS

A. What was it like to watch the film? Describe your feelings and reactions to the events and central characters in the film. Did these feelings and reactions change during the film? If so, how? What do your reactions to this film teach (or confirm) about your reactions to and understanding of addiction?

B. What do you think the filmmaker's point/purpose is in making this film? How well does she/he succeed in conveying this message? Explain with examples.

C. Would you recommend using this film to teach people about addiction? Why or why not? Support your opinion by using examples from the film and referencing definitions or specific models of addiction.

### **Please note:**

**Plagiarism will not be tolerated.** Plagiarism includes but is not limited to:

\* Turning in someone else's work as your own. This includes paying a person or organization to prepare your work.

\* Repeating another author's words without acknowledgment. This means you may not write verbatim sentences, phrases, or passages without enclosing them in quotes and citing the author as the source.

\* Borrowing another author's ideas or their general plan in the writing of your work. You must acknowledge the authors if you are using their general ideas, even if you didn't use their exact words. If you are paraphrasing someone else you must still cite that in your paper.

**Grading:**

Attendance	20 pts.
Quizzes (about 6 at 5 points each but drop one)	25 pts.
Movie project	30 pts.
Gaudium paper	25 pts
Three tests at 50 points each	<u>150 pts</u>
	250 pts.

**Grading Scale:**

Grades are based on the scaling adopted by the Division of Social and Behavioral Sciences and are as follows:

<b>Percentage</b>	<b>Grade</b>
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

The following page is a *tentative schedule* for the semester including assigned readings...  
This page will be subject to change...