Addiction (PSY471)

Instructor: Dr. Suzanne Wood
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  Office Hours: You can schedule an individual appointment with me online

      https://calendly.com/drswood/officehours/

Required Book: *Unbroken Brain: A Revolutionary New Way of Understanding Addiction*, Szalavitz M (2017) Picador

The rest of the course readings will be available through the U of T library and/or Quercus.

Prerequisites: PSY202 (or equivalent), PSY260 / PSY270 / PSY290 / HMB200 / PSL300

Course Description

 What is addiction and how can we best help folks who are experiencing it?

Course Objectives

 By the end of this course you will be able to:

- Describe major theories of addiction
- Relate the theories of addiction to brain changes
- Connect brain changes due to drug exposure to behaviour
- Explain the relationship between environmental factors and addiction

Quercus

The course webpage is on Quercus (https://q.utoronto.ca). Please check frequently for course announcements and updates.

Grading Criteria

Participation & Attendance	15%
Reading Reflections	20%
Paper Discussion Leader	15%
Presentation	20%
Research Paper (30%, total)	
- Thesis and Annotated Bibliography	2%
- Final Paper	28%

Email

Please reserve the use of email addressed to me for personal matters, only. To ask content-related questions, class is a great time! We are a small group. I'm also happy to chat before or after class (unless I'm already late for my next meeting). Please also feel free to post on the Discussion Board. Many students will likely have the same question, so it will benefit the whole class to see the question and answer (whether posted by fellow students or me). I can only check emails sporadically during business hours (9am-5pm) and do NOT check after hours (5pm-9am). Please anticipate up to a 48-hour period before you receive a response to your email. Plan accordingly. I encourage you to book an individual appointment with me to help clear up any questions.

Reading Reflections

In order to bolster active discussion during our class time, written reflections on the assigned readings will be due one hour before every class. Reflections are submitted by posting a pdf of responses to Quercus. Please answer the following prompts in response to **each of the readings** per class (book & article, or articles) for a total of no more than 2 pages:

1. Summarize what stood out to you as the most important points of the reading (4-5 sentences)
2. Reflect upon what you read; use one or more of these questions to help guide your reflection, if you're feeling stumped about what to say: do you agree with the author's argument, why or why not; do you believe the study described was designed well or would you have done something differently; was there anything in the reading you found surprising, why; does this reading remind you of anything you've learned previously
3. Ask two questions about this material, or related questions that came to mind while you were reading

Research Paper

Students will also have the opportunity to explore a topic related to the course in the research paper assignment. To give students the opportunity for early feedback, a thesis and annotated bibliography will be submitted; the instructor will provide feedback. Further details regarding the paper will be found on Quercus.

Presentation

To give students the opportunity to share some of what they discovered while preparing their final paper, the last two class sessions will be comprised of brief student presentations. Further details regarding the paper will be found on Quercus.

Missed Assignment Deadline or Assessment

If a student misses a deadline for an assignment for any reason (illness, family situation, etc.), an online absence declaration must be submitted on ACORN. Please email me within one week if this should happen. For the final paper, a 5% penalty will be applied for every 24-hour period or portion thereof the work is submitted late. Thesis and annotated bibliographies are scored out of 2 points, while the reading reflections are scored out of 3; 0.5 points will be lost for every 24-hour period or portion thereof that one is late. Assignments will not be accepted more than 4 days after the due date.

Writing Help

Book an appointment online with the Writing Centres on St. George Campus:
http://www.writing.utoronto.ca/writing-centres/arts-and-science

Attend a free group workshop with Writing Plus:
http://writing.utoronto.ca/writing-plus/

English is not your first language? Take a look at these resources:
http://www.writing.utoronto.ca/support/english-language-support

https://www.artsci.utoronto.ca/current/academic-advising-and-support/english-language-learning

Questions About Marking

Any questions regarding a grade received for an item of work in this course should be brought to the attention of Dr. Wood within two weeks of receipt of the graded work. A legitimate request will result in a re-grade of the entire work, which may result in a higher, lower, or identical grade.

Academic Integrity

The University of Toronto considers cases of academic misconduct to be quite serious. The UofT Code of Behaviour on Academic Matters (linked to here: https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) is a detailed document describing policies regarding misconduct, which includes:

- quoting another person's ideas in your work without clear acknowledgement
- using or possessing an unauthorized aid or obtaining unauthorized assistance in taking an exam or writing a paper
- submitting forged or altered documentation for excuses for missed exams

Any of these offenses will result in referral to the central academic integrity office and consequences that the University deems appropriate after investigation.

Plagiarism

Plagiarism is using another writer's words or ideas without the proper acknowledgement. Know what plagiarism is so you can avoid it:

http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize

If you have any questions about whether what you are doing constitutes plagiarism, contact your TA.

Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

If you wish to opt out of submitting work to plagiarism detection, you must do the following:
1. Email the TA no later than two weeks before the due date indicating you wish to opt out
2. Submit a paragraph describing why this topic is of particular interest to you with your final essay
3. Submit handwritten notes used for the design of your essay with your final essay

Accessibility

University of Toronto is committed to accessibility. If you require accommodations for a disability or have an accessibility concern about this course, please contact Accessibility Services as soon as possible: http://www.studentlife.utoronto.ca/as

That Other Kind of Psychology

These years can be challenging, both in and out of the classroom. University of Toronto offers services to assist students facing a wide range of emotional and psychological challenges: http://www.studentlife.utoronto.ca/hwc

SCHEDULE OF CLASS MEETINGS
(topics subject to change, due dates are fixed)

Week	Date	Topic	Reading
1	July 5	Welcome & Introduction	None-welcome!
		Review of Key Concepts	
	July 7	What is Addiction?	Szalavitz: Chp 1-3
		Methadone Maintenance RCT	Sees et al. (2000)
2	July 12	How Addiction Starts	Szalavitz: Chp 4-6
		Childhood Trauma & Drug Use	Dube et al. (2003)
	July 14	Dopamine and Teenagers	Szalavitz: Chp 7-9
		Accumbens vs OFC Development in Adolescents	Galvan et al. (2006)
3	July 19	Learning and Love	Szalavitz: Chp 10-12
		Hallucinogens for Treating Addiction	Bogenschutz & Johnson (2016)
	July 21	Recovery	Szalavitz: Chp 13-15
		What Predicts Effective SUD Treatment?	Miller & Moyers (2015)
4	July 26	Evidence: 12 Steps vs Harm Reduction	Szalavitz: Chp 16-17
		CBT for SUD Treatment	McHugh et al. (2010)
	July 28	Models of Recovery	Szalavitz: Chp 18-20
		Brain Changes with Addiction & Abstinence	Connolly et al. (2013)
	July 29	***Paper thesis and annotated bib (2%)--due by 11:59pm***	
5	Aug 2 *1st is a holiday*	Heroin to treat heroin addiction?	Pardo & Reuter (2018)
		How to prevent opioid misuse	Volkow et al. (2019)
	Aug 4	Psychedelics & smoking cessation – words of participants	Noorani et al. (2018)
		Musical effects on psychedelic therapy	Strickland et al. (2021)
6	Aug 9	Student Presentations	--
	Aug 11	Student Presentations	--
7	Aug 15	***Final Paper (28%)--due by 11:59pm***	