

# Addiction (PSY471)

Winter 2023

Thursdays, 1:10 p.m. – 3:00 p.m.  
Sidney Smith Hall, Room 560

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**Instructor:** Dr. Suzanne Wood

**Email:** [suzanne.wood@utoronto.ca](mailto:suzanne.wood@utoronto.ca)

**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? Is addiction learned, or are people born with addictive personalities? Is the opposite of addiction sobriety, or something else? How does the brain change throughout the course of addiction? How does the brain change with abstinence? And how come we still can't effectively treat addiction?

## 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
- Speak and present (more) confidently in a supportive, small class setting

## Grading Criteria

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

## Participation

To make the most of this small group format, every student is expected to talk during every class session. In order to be successful speakers, we all need to be successful listeners, too. Participation grades will be based upon a combination of active speaking during class, as well as active listening (e.g., if a student's eyes are focused on a screen the entire class period, rather than their peers, participation will be 0 for that day).

## Weekly Reflections, Questions & Current Events

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 each of the readings
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; etc.
3. **Propose** three discussion questions (three in total, related to all the reading for the week) about this material to be used as prompts for in-class discussion
4. **Share** a link (one link per week) to a recent news piece about events that are relevant to class topics. Explain how the piece relates to class.

## Discussion Leader

To give students the opportunity to practice presenting and leading discussion in class, the discussion of the assigned reading will be led by students. A brief overview of the reading will be presented using slides, followed by a period of presenter-led discussion.

## Presentation

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

## 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.

## 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**, an 8% 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. **Leading discussions** and **presenting** are integral components of the course that affect the rest of the students enrolled – missing either will result in a grade of 0 for the respective piece of missed work.

### 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.

### 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.

### 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, let me know.

## 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 professor 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	January 12	Welcome & Introduction Review of Key Concepts	None-welcome!
2	January 19	What is Addiction? Methadone Maintenance RCT	Szalavitz: Chp 1-3 Sees et al. (2000)
3	January 26	How Addiction Starts Childhood Trauma & Drug Use	Szalavitz: Chp 4-6 Dube et al. (2003)
4	February 2	Dopamine and Teenagers Accumbens vs OFC Development in Adolescents Adolescent Brains and Substance Use	Szalavitz: Chp 7-9 Galvan et al. (2006) Kim-Spoon et al. (2021)
5	February 9	Learning and Love  Hallucinogens for Treating Addiction	Szalavitz: Chp 10-12  Johnson, Garcia-Romeu & Griffiths (2017)
6	February 16	Recovery What Predicts Effective SUD Treatment?	Szalavitz: Chp 13-15 Miller & Moyers (2015)
7	February 23	--- READING WEEK ---	
8	March 2	Evidence: 12 Steps vs Harm Reduction CBT for SUD Treatment Mindfulness for Addiction	Szalavitz: Chp 16-17 McHugh et al. (2010) Brewer (2019)
	March 3	<b><i>Paper thesis and annotated bib (2%)--due by 11:59pm</i></b>	
9	March 9	Models of Recovery Brain Changes with Addiction & Abstinence PFC Changes with Abstinence	Szalavitz: Chp 18-20 Connolly et al. (2013) Parvaz et al. (2016)
10	March 16	Psychedelics & smoking cessation – words of participants Heroin to treat heroin addiction? Musical effects on psychedelic therapy How to prevent opioid misuse	Noorani et al. (2018) Strang et al. (2015) Strickland et al. (2021) Volkow et al. (2019)
11	March 23	Student Presentations	
12	March 30	Student Presentations	
13	April 6	Student Presentations	
	April 7	<b><i>Final Paper (28%)--due by 11:59pm</i></b>	