



Addictions PSYC-3580

Course Syllabus

Fall 2024

CRN: 82939- Section 91

Credit Hours: 3.0 semester credit hours

Class Time: Asynchronous – no in-class or regular TEAMS meetings

Instructor: Chizara Jones, Ph.D.

Office Location: Magnolia Hall

Office Hours:

Online via Microsoft Teams Tuesdays 10:00am- 1:00pm;

In-person Wednesdays 12:00pm-2:00pm

Email: chizarajones@clayton.edu

Only use your CSU e-mail account to communicate academic information to your instructor. Please do not email me using D2L. If you decide to message me with D2L you may not receive a timely response.

Welcome to Class!

Please read the course syllabus carefully. This is your guide to the class. In making the decision to remain enrolled in this course, you are agreeing to fulfill all the requirements listed for this course along with the posted course deadlines and due dates.

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Edgewater Hall 255, 678-466-5445,

disabilityresourcecenter@clayton.edu.
<https://www.clayton.edu/disability/access-services>

| [Course description](#) | [D2LOnline](#) | [Term](#) | [Instructor information](#) | [Outcomes/Objectives](#) | [Text](#) |
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Catalog Description

This course will investigate a broad range of addictive disorders including drugs, alcohol, and gambling as well as other problematic repetitive behaviors (e.g., internet use, binge eating). We will investigate the complex biopsychosocial disease process of addiction. There will be emphasis on the physiological brain responses and health consequences.

Course Description

This course will explore principles of substance-related addictions and the processes and mechanisms that underlie addiction. Students will be introduced to the prevalence, incidence, and developmental course of addiction as well as the risk and protective influences that impact addiction and related health consequences. Associated biological and environmental factors will be discussed. Effective interventions, treatment measures, and public policies will also be reviewed. Although the emphasis of the course is on addiction to substances (e.g., alcohol, tobacco, drugs), the emerging class of non-substance addictive behaviors (e.g., food compulsions, internet/gaming, shopping, and pathological gambling) will also be discussed.

Course Prerequisites: PSYC 1101 with a minimum grade of C

Computer Access

Each CSU student is required to have “on demand access” throughout the semester to “an appropriate computing device” that meets faculty-approved hardware and software requirements for the student’s academic program. Students will be required to sign a statement attesting to such access. For further information on CSU’s Computer Devices Policy, see the [Academic Catalog and Student Handbook](#).

Software Requirement:

To properly access the course content, you may need to download the following free software:

- Adobe Reader (needed to access files in PDF format): <http://get.adobe.com/reader/>
- Adobe Flash (needed to access video content): <http://get.adobe.com/flashplayer/>
- LockDown Browser (needed to access and complete Syllabus Quiz and Class Exams): <https://download.respondus.com/lockdown/download.php?ID=121412292>

Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™
- Able to attach and retrieve attached files via email
- Able to use a Web browser.
- Able to use Microsoft Teams external learning tool

Computer Use in This Course, Network and Information Policies:

A computer with secure, reliable and preferably high-speed internet connections will be required to access course materials, submit assignments and take assessments in Brightspace Desire2Learn (D2L). Computers also will be required to communicate with your instructor via email and participate in discussions in **Microsoft Teams**.

Students are to abide by CSU's Computer and Network Acceptable Usage Policy and refrain from inappropriate use of CSU's computing resources including servers, routers, hubs, switches, and wireless access points. Examples of inappropriate behavior include, but are not limited to, intentionally infecting network servers or other computers with a virus, sending harassing messages to other computer users either at CSU or through external networks, using inappropriate, offensive or abusive language to other users within the CSU network or through external networks, acquiring access to unauthorized systems, and broadcasting non-business-related email to CSU faculty, staff, and students. All information traveling over CSU computer networks will be treated as though it is a University System of Georgia (USG) business asset.

It is the policy of CSU to prohibit unauthorized access, disclosure, duplication, modification, diversion, destruction, loss, misuse, or theft of any information. In addition, it is the policy of CSU to protect information belonging to third parties that has been entrusted to CSU in confidence. All email entering and leaving campus must go through the University Email Gateway to ensure that it is properly scanned for viruses and malware. Please review the Computer, Network and Information Security Policy and Plan.

Desire 2 Learn (D2L) & Microsoft Teams Online Classroom Communication

There are no in-class/on-campus requirements. This course is delivered entirely via Desire2Learn (D2L), the virtual classroom for the course. There are no in-class/on-campus requirements. **You are required to post your work in D2L.** If you wish to meet with your instructor, please see instructions above for my office hours.

You can gain access to D2L, by signing on to the SWAN portal. New students, or those who would like a refresh on Brightspace (**D2L**) features, can review the [D2L Video Tutorials - For Students](#)

You will complete assignments and review lectures in D2L. You are invited to post your own comments or questions within the assignments and lecture presentations. You also may be required to complete assignments using D2L (e.g. discussions, group presentations). Once you post your comments you will need to check back periodically to see what others have posted. It is a kind of virtual discussion across time.

Microsoft Teams may be used on online communication with your instructor. For instructions on joining a Microsoft Teams meeting, see [this brief introduction](#)

If you experience any difficulties in Desire2Learn or Microsoft Teams, please email or call The HUB at TheHub@clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access or Teams meeting, and your instructor's name. **If you need to contact the HUB for any issues related to my class add me in your email to the HUB for documentation.**

Because this course is delivered entirely on-line, your responsibilities include having regular, reliable access to a computer with an internet connection. While technical issues periodically emerge with computers, a backup option should be identified and used when needed.

Additionally, you are responsible for checking in with the D2L course webpages AND your email on a regular basis. This means logging in **daily, at least 3 times a week**, to make sure that you are checking the posted materials and reviewing the information made available. This is a relatively fast-paced course. As each Module is scheduled, new materials will be posted coinciding with the Module being studied. I will also be posting instructional materials/questions for your review during the week on a regular basis. These are intended to help you prepare for the exams. It is your responsibility to stay up to date on your Clayton State outlook emails as I may email the class regarding any status changes in the class. I will monitor classroom access to these materials for each student. I am expecting active participation with all the materials.

General education outcomes

The following link provides the Clayton State University Core Curriculum outcomes (see Area D) located in the Graduation Requirements section of the:

[Academic Catalog and Student Handbook.](#)

Mission Statement and Learning Outcomes

The Mission of the Department of Psychology is to provide an innovative blend of theory, research, and application that prepares students for immediate employment and graduate school. Excellence in instruction, preparation for working with diverse populations, and a focus on ethics are hallmarks of our programs. In this course we will strive to:

1. Apply the major concepts, findings, and theoretical perspectives of psychology.
2. Evaluate research critically and apply research methodologies used in psychology.
3. Demonstrate effective, professional oral and written communication skills both individually and with groups.
4. Demonstrate an understanding of the roles, responsibilities, and career opportunities for those with psychology-related degrees.
5. Apply the ethical standards set forth by the American Psychological Association.
6. Demonstrate knowledge of individual and cultural differences and their influences on beliefs, values, and interactions with others.
7. Interact effectively with people of diverse abilities, backgrounds, and cultural perspectives.

Course Learning Objectives

By the successful completion of this course, students should be able to:

1. Analyze the key individual and sociological risk factors associated with addictions and substance use disorders.
2. Critique various theories used in addiction research and how these have been applied in school and community settings.
3. Evaluate research evidence on substance abuse prevention and treatment and discuss whether it supports a positive impact on individuals, families, and communities.

4. Assess the strengths and limitations of various helping strategies (e.g. harm reduction, individual psychotherapy, group therapy, and self-help groups) used in treatment of addictions.
5. Examine personal values, beliefs, experiences, and biases as a means of developing an informed approach to addictions treatment
6. Demonstrate a sensitivity to and awareness of multicultural influences as they related to addictions counseling.
7. Clarify and examine the ethical and professional dimensions of addictions treatment.

Required Textbook

We will be using the following textbook for this course:

Frankenburg, F. R. (2019). Addictions : Elements, History, Treatments, and Research. Praeger.

(e-text is accessible through the Clayton State University Library at no cost- **FREE**; [LINK TO E-TEXT](#))

Supplemental Readings

**In addition to the text, the instructor will assign other articles/material to facilitate learning.

We will frequently use the following resources throughout the course:

[US Department of Health and Human Services. \(2016\). Facing addiction in America: The Surgeon General's report on alcohol, drugs, and health. Washington, DC: HHS](#)

[National Institute on Drug Abuse \(NIDA\). 2020. Drug, Brains, and Behaviors: The Science of Addiction.](#)

Course Policies

General Policy

Students must abide by policies in the Clayton State University Student Handbook, and the [Basic Undergraduate Student Responsibilities](#). The Student Handbook is part of the [Academic Catalog and Student Handbook](#).

University Attendance Policy

Students are expected to participate in every aspect of the online class. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine those excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy

Attendance in an online class means completing all course assignments by the assigned due date. Attendance is expected for all class assignments. Any missed class assignments must be accompanied

by a written excuse from a doctor or other competent authority. Lack of participation in course activities is considered an absence, and excessive absences and/or extended periods of inactivity (equivalent to completing less than 20% of the possible coursework) are sufficient cause for institutional withdrawal from the OLC or failing grades. **Simply logging onto the course without completing work is not sufficient to show evidence of attendance.**

No-Show Policy

It is imperative that students have a successful start of each semester by attending class during the first week and no later than the second week of the semester. A registered student who does not attend at least one class session by **5 pm August 22nd** will be reported a “no show.” The consequences of being reported as a no show are significant: the student will be dropped from the class and may suffer significant financial hardship.

In order for students enrolled in this course to avoid being a “no show,” the completion of an assignment will be required before the no show reporting period has ended. Simply logging into this course in **D2L** will NOT be considered online attendance. Your instructor will provide details on the online attendance assignment.

Participation Requirements

You are expected to actively participate in all aspects of the course. **You must complete the Mandatory Syllabus Quiz by Thursday, August 22nd @ 5:00 PM to avoid being reported as a No-show for this class and dropped from the roster.**

In this course, you will have weekly readings, online discussions, online assignments in D2L timed quizzes, and exams. **The course week runs from Monday-Sunday.** Deadlines for submitting most assignments are on Sundays at 11:59 PM, however there are some due dates that fall on other weekdays. Check your course schedule and D2L for assignment due dates.

****Assignments will not be reopened once they pass the due date/time. ****

Academic Dishonesty

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work. The policy represents a core value of the university and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community — students, faculty, and staff — are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the Dean of Students, and the Office of the Provost. In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course

assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisers, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the University's Counseling Center.

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the [Office of Community Standards](#). Judicial procedures are described in the section of the Academic Catalog and Student Handbook titled, [Adjudicating Alleged Academic Conduct Infractions](#).

Plagiarism Detection Software

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

Use of AI (Permissible Only with Advanced Instructor Permission)

Generative AI tools, such as ChatGPT, are designed to assist in creating and analyzing text, code, video, audio, and other multimedia. Use of these resources in your coursework comes with benefits and risks. In this course, the rules for AI usage are listed below. Any unapproved use within the course might be considered a breach of academic honesty. While exercising responsible and ethical engagement with AI is a skill you may hone over time, your unique human insights, critical thinking, and creative contributions remain pivotal to your learning experiences and success. Please contact me in advance for permission to interact with generative AI tools at any stage of your work in this course, from early idea generation to putting the finishing touches on drafts and projects. Use of AI without instructor permission is not allowed.

Peer to Peer File Sharing (P2P) & Copyright Infringement: Unauthorized sharing of copyrighted material is a violation of Clayton State University and the Georgia Board of Regents' Acceptable Usage Policies. Clayton State University routinely receives notifications of infringement of the Digital Millennium Copyright Act (DMCA) originating from computers on the Clayton State network. Clayton State is required to investigate each complaint and takes these notifications very seriously. The University has tools to track down the computer and user that caused the alleged infringement. If an infraction is found, Clayton State is required to remove the illegal material. The user will have their network access suspended until they meet with a representative of OITS, sign a letter indicating their understanding of copyright policies and that they will not continue to infringe. Peer-to-Peer (P2P) applications work by sharing out files to others and at the same time allowing you to download files from others. If a P2P file is copyrighted and the owner prohibits free downloading, P2P sharing of the copyrighted work is a violation of federal copyright law. Unauthorized distribution of copyrighted materials, such as through peer-to-peer networks, may subject users to civil and criminal penalties. Please review the full [Peer to Peer File Sharing \(P2P\) and Copyright Infringement](#) policy.

Online Etiquette (Netiquette)

Discussion, chat, and e-mail spaces within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. Unlike in the classroom setting, what you say in the online environment is documented and not easily erased or forgotten.

The following guidelines apply to this class:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- **Use proper punctuation, grammar and be sure to edit your contribution before posting.**
- Focus on one topic at a time when posting to discussions.
- Remember that unlike in face-to-face learning environments what you say in discussions is documented and available to be revisited. Choose your words carefully.

Email Communication with your Instructor

1. **Only use your CSU e-mail account to communicate academic information to your instructor. Please do not email me using D2L if you do you may not receive a timely response.**
2. **Remember I teach other courses in addition to the Addictions PSYC 3580 class. Always include in your emails which class you are in Addictions and the section you are in so I can best assist you (i.e., PSYC 3580 Addictions Section 91).**
3. You can expect an email response from me within 48 hours, during regular business days and hours (9:00AM-5:00PM). I am less likely to respond to emails after 7:00PM and sparingly on weekends, however I do check my emails very often so always email me if you have any questions about your grades or the class.
4. In this class I encourage you to conduct yourself in a professional manner at all times, **especially** when you communicate with me by email. I reserve the right not to respond to emails that do not maintain a professional standard. **If you do not receive a response from me, you are welcome- and strongly encouraged- to reconstruct your email again in a more professional manner, with a greeting (e.g. Hello), a body (e.g. your message), AND a signature (your name).**

Disruption of the Learning Environment

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

More detailed descriptions of examples of disruptive behavior are provided in the Code of Conduct and Disciplinary Procedures sections of the Clayton State University [Academic Catalog and Student Handbook](#).

Weapons on Campus

Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at <http://www.clayton.edu/public-safety/Safety-Security/Weapons>

Disability Services – Class Accommodations

Students who wish to request accommodation for a disability need to request accommodations with the Clayton State University Disability Resource Center. Students may only be accommodated upon receiving a signed accommodation plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought. It is your responsibility to inform me in writing at the beginning of class that you are registered with the DRC. I will not be able to accommodate retroactive accommodations.

CSU Disability Resources Contact Information: <https://www.clayton.edu/disability/index>
Disability Services Coordinator, Edgewater Hall 255, 678-466-5445,
disabilityresourcecenter@clayton.edu.

Center for Academic Success

The Center for Academic Success (CAS) provides personalized one-on-one peer and professional staff tutoring in over 100 core subjects. The Center is located in Edgewater Hall Suite 276. The CAS also offers moderated study groups, informal study sessions, a comfortable study environment, and a student study lounge all for free. Use the CAS if you need help; become a tutor if you don't. For more information you can e-mail the center at thecas@clayton.edu

Writing Assistance

The Writers' Studio's contact information:

Location: Virtual or In-Person at Room 224 in the Arts and Sciences Building, G-224

Phone: 678.466.4728

Email: writers@clayton.edu

Website: [Writers' Studio - Clayton State University](#)

Booking: [Writers' Studio – Scheduler](#)

Virtual Front Desk: [Writers' Studio – Virtual Front Desk](#)

The Writers' Studio offers three types of online writing consultations: *In-person consultations*, *email consultations* and *online chat writing consultations*.

In-person consultations: A peer writing consultant who has been trained in writing response will talk with you one-on-one at any stage of your writing, about any aspect of it, regarding any subject you're addressing. Sessions are available for either 30 or 60 minutes.

Email consultations are two-hour sessions where writers submit their work for feedback from their CSU email account. Writers submit both a draft of their work and the assignment description. In turn, writing consultants provide revision-based comments in a feedback letter.

Virtual consultations are virtual sessions where writers and consultants meet on Microsoft Teams. Writers share their work on Microsoft Teams and review the work together with consultants through

Microsoft Word Online or another software that is appropriate for the assignment format. Sessions are available for either 30 or 60 minutes.

In-person and virtual drop-ins are welcome. Scheduling is available through [Microsoft Bookings](#) (at <https://csuloch.link/377CQS2>). To schedule, you can email them at writers@clayton.edu or click on the [Bookings](#) page. Choose the type of service you'd like (in-person or online). Choose your preferred time. You will be contacted to confirm your appointment.

Title IX

Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." For information on Clayton State University's policy on Title IX and Sexual Misconduct please navigate to this link: [Sexual Misconduct \(Title IX\) Policy and Procedures](#) or visit this web page: <http://www.clayton.edu/human-resources/Institutional-Equity>. You may also review the University System of Georgia's policy concerning sexual misconduct and related misconduct here: <http://www.usg.edu/policymanual/section4/C327>. If you wish to submit an electronic report concerning Title IX, you may do so at Title9@clayton.edu or via the Anonymous & Optional Non-Anonymous Reporting Form online at: https://claytonstate.qualtrics.com/jfe/form/SV_ebRSQ0hxLtiwDJP. If you wish to discuss situations related to Title IX please contact the following: Nikia Yallah, Title IX Coordinator (678) 466-4237 NikiaYallah@clayton.edu and or Rodney Byrd, Title IX Deputy, (678) 466-4232 RodneyByrd@clayton.edu

Health & Personal/Emotional Concerns

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. For personal concerns, CSU offers counseling services at no charge to you. You can schedule those services by calling 678-466-4940 or visiting the Health and Wellness Center located in Laker Village, Building 1000 (vehicular entrance off Harper Drive through Gate 5)

Both in-person and video visits are available. Video visits are a great option if you live off campus or you're too sick for an in-person visit. Students receiving health care services will not be charged. These services are covered by the student health fee.

Health and Safety Statement

Clayton State University is committed to providing and promoting a healthy and safe learning environment. Anyone who is feeling ill should refrain from coming to campus and should determine if a visit to a physician or clinic is necessary. Individuals on campus who choose to wear a face mask are free to do so at any time.

Additional Campus Resources

Below are additional campus that are available to all students enrolled at Clayton State University.

1. The Laker Closet (for professional clothing) - <http://www.clayton.edu/campus-life/volunteerism/laker-care-closet>

2. General student and family resources (assisting with anything from childcare to nutrition) can be found at - <https://www.clayton.edu/family-resources>

Course Requirements

Evaluation & Grading

The following items will be counted toward your grades:

Introduction Discussion Prompt	15
Syllabus Quiz	20
Online examinations: 2 - 90-minute exams @ 150 points each	300
Online quizzes: 10 quizzes @ 15 points each	150
Journal Discussion Questions: 5 Posts @ 30 points each	150
Habit Topic Milestone	5
Case Study Group project Milestone Assignments	20
Final examination- Habit Journey Group Project- Case Study	<u>200</u>
TOTAL class points	860

****The final examination will be the Case study group video presentation project. ****

The following grading scale will be utilized to calculate the final grade.

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69% and F = 59% and below.

Currently there is no extra credit for this course. If there are topics that warrant further discussion or warrant additional work extra credit opportunities may be available to the entire class. However, this is at the discretion of the instructor. **Please do not ask for extra credit.**

You are responsible for keeping track of your own class averages during the course of the semester. Please contact me if you want an update of your grade during the course or if you would like to meet via TEAMS to discuss your grade. All graded materials will be submitted back in a timely fashion.

Make-up Policy (READ CAREFULLY)

Missing quizzes and discussions and ALL other assignments can only be made up if there are extenuated medical or personal situations that include documentation. Documentation must be provided within 48 hours prior to the deadline of the assignment. I understand that emergencies happen so please email me as soon as you can and provide supporting documents. Late assignments will not be accepted unless there is a medical or personal emergency as mentioned above – in this event it is still considered a

makeup. Even with documentation your ability to make up an assignment is at the discretion of the instructor. All grades are final unless there is a grading error made on the part of the instructor.

Mid-term Progress Report:

The mid-term grade in this course, which will be issued by October 1st, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on October 4th. [Instructions for withdrawing are provided at this link.](#)

The last day to withdraw without academic accountability is Friday, October 4th, 2024.

Please remember that midterm grades will only reflect a percentage of the total grading scale, because all graded assignments will not be required before calculating your midterm grade.

Course Assignments (READ CAREFULLY)

Introduction (15 points): The initial assignment for this course consists of an Introduction to our class community. For this assignment discuss the following: Who are you? What is your major? What are some of your learning goals for this course (in other words, what do you hope to learn); How might this course being useful towards your desired career path? And provide one interesting fact about yourself (it doesn't have to be academic). Lastly, identify one classmate who has something interesting or similar in their Introduction and comment on it. **Due by SUNDAY August 18, 2024, 11:59pm.**

Syllabus Quiz (20 points) NO SHOW ASSIGNMENT: To ensure that students have fully read and understood the syllabus, you are required to complete a syllabus quiz as one of your initial class assignments. Do not wait until the last minute to complete the syllabus quiz as it counts for part of your course grade. Students who do not complete this assignment will be marked as a NO-SHOW and dropped from the course. **Due by THURSDAY AUGUST 22, 2024, 5:00pm.**

Quizzes (150 points): You will be completing timed quizzes (20 minutes allowed for completion) for the Modules identified in your class schedule. Quizzes may vary with regards to the types of questions included – i.e., multiple choice/true-or-false. The quizzes will be available from Monday 12:00am until Sunday at 11:59pm. Quizzes must be submitted by Sundays at 11:59pm. You have 2 attempts to complete each quiz, the average of both attempts will be your final grade. **You must submit your quiz to receive credit.**

Exams (150 points each): There are 2 Exams. These exams are **timed (90 minutes) and require your proficiency in the subject matter.** Successful scores on the Exams can be obtained only through effortful study: this means reading the textbook, reviewing the lectures, preparing notes and study materials while completing the Module assignments. Each Exam will include 75 multiple choice, matching, and or essay questions. Once you start the exam your time will start so **do not enter the exam until you are ready to take it and complete it.** You will be required to use the Lockdown Browser software for all your exams. You are allowed to use your notes and textbook on the exams.

****Please Note:** You are given three days to complete each exam. **DO NOT WAIT** until the last minute to begin your exam. I will not accept computer problems as a reason for missing exams or other course requirements that are initiated at the last minute.

Discussion Posts- (30 points each; 150 points total): For five identified Modules, the instructor will post a prompt/discussion question(s) at the beginning of the week. You are to respond to the question(s) in a thoughtful manner; you are also **REQUIRED** to incorporate information cited in APA style from the readings /e-textbook and any sources or other professional experiences as you see fit. Do not plagiarize (copy word for word) from the readings but use information read to supplement your Discussion posts.

Journal Discussion Post Requirements:

FOUR (4) of the five Discussion assignments will be related to the Habit Change Journal project (**see instructions for additional information and requirements below**). You are expected to make a minimum of **TWO** posts per Discussion assignment:

- 1. Complete Discussion prompt and answer questions provided (This is the FIRST required post):**
 - You are required to provide a citation from the e-textbook or readings in APA style in each Discussion prompt (e.g. Frankenberg, 2019). You ALSO must provide References at the end of your Discussion post from the textbook and any other sources in APA format.
 - You will be graded on the content of your Discussion post. **Your Discussion posts must be at least 200 words. You must submit your FIRST Discussion Post by SUNDAYS of the assigned week at 11:59PM.**
- 2. Respond to at least ONE classmate's Discussion post, Ask a Question regarding their habit journey (This is the SECOND required post):**
 - You must read their Discussion prompts and provide a response that adds to the class discussion.
 - In each classmate response, you are required to provide an "OPEN-ENDED CRITICAL THINKING QUESTION" to your classmates about their Habit Journey (avoid "yes or no" and/or simple, one word answer questions). You will be graded on the content of classmate responses and your posed questions to your classmate. Please refrain from giving advice. Your comments should be supportive, and your questions should facilitate self-reflection.
 - Discussion responses must be at least 100 words each. In addition to your classmate questions, your discussion responses should include your interpretation of the content in the module readings, along with your experiences and/or other literature as needed. **Sentences such as "I agree" and "Good work," do not count towards 100-word count.** Again, do not copy word for word from the readings in your responses. **You must submit your discussion Response by SUNDAYS at 11:59PM.**

In addition to your Discussion post content, each discussion grade will consider word count, whether you provided a citation from the module readings in APA style, your classmate discussion responses, and your posed questions in your classmate responses. See the Discussion rubric listed in D2L.

FINAL EXAM- Group Project- Case Study Video Presentation (200 points):

For your final exam in this course, you will complete a group video presentation based on a case study of an individual your group is tasked with treating for a substance addiction. You select your groups by signing up for a specific substance or behavior for the client case study. You will be required to use course concepts to describe the nature of the addiction, the risk factors associated with the addiction, the DSM5-TR criteria the client meets, along with treatment recommendations and suggestions. Please review the final exam case study instruction sheet below.

**** Tentative Course Schedule****

The course schedule for PSYC 3580, Addictions, is provided in the table below.

See D2L course homepage for Module reading references. The schedule may be modified at the instructor's discretion.

<u>Week of:</u> <u>(Monday- Sunday)</u>	<u>Reading Assignment:</u>	<u>Assignments Due:</u>
August 10 th – Aug. 18 th	<u>Orientation</u> Last Day to Drop Class Thursday 8/15/24 by 5:00pm	1. Read Syllabus and complete Syllabus Quiz 2. Introductory Discussion Post and classmate response due by SUNDAY August 18th at 11:59pm
Aug. 19 th – Aug. 25 th	<u>Module 1</u> Recognizing Substance Use, Use Disorders and Addiction	1. Read Module 1 articles 2. Syllabus Quiz (NO SHOW Due by THURSDAY 5:00PM on Aug. 22nd)
Aug. 26 th – Sept. 1 st	<u>Module 2</u> Neurobiology of Addiction	1. Neurobiology of Addiction Quiz due by Sunday September 1st at 11:59PM.
September 2 nd – Sept. 8 th	<u>Module 3</u> Alcohol	1. Alcohol Quiz by Sunday September 8th at 11:59PM. 2. Submit your Habit Journey behavior/substance topic by Sunday September 8th at 11:59PM.
Sept. 9 th – Sept. 15 th	<u>Module 4</u> Cannabis	1. Cannabis Quiz due by Sunday September 15th at 11:59PM.
Sept. 16 th – Sept. 22 nd	Exam 1 (Modules 1-4)	EXAM 1 available Thursday September 19th – Sunday September 22nd
Sept. 23 rd – Sept. 29 th	<u>Module 5</u> Gambling/Social Media, Eating Dx, Shopping, and Other Behavioral Addictions **Habit Journey Project begins this week**	1. Behavioral Addiction Quiz due by Sunday September 29 th at 11:59PM Habit Journey #1 Journal Entry Discussion due by Sunday September 29th at 11:59PM

Sept. 30 th – Oct. 6 th	<u>Module 6</u> Tobacco FRIDAY October 4th: Last Day to Withdraw without academic accountability.	<ol style="list-style-type: none"> 1. Tobacco Quiz due by Sunday October 6th at 11:59PM 2. RESPONSE to PEER Habit Journey #1 Journal Entry Discussion due by Sunday October 6th at 11:59PM 3. Habit Journey #2 Journal Entry due by Sunday October 6th at 11:59PM
October 7 th – Oct. 13 th	<u>Module 7</u> Opioids	<ol style="list-style-type: none"> 1. Opioids Quiz due by Sunday October 13th by 11:59PM 2. RESPONSE to PEER Habit Journey #2 Journal Entry Discussion due by Sunday October 13th at 11:59PM 3. Habit Journey #3 Journal Entry due by Sunday October 13th at 11:59PM 4. Case Study Group Presentation SIGN-UP Available
Oct. 14 th – Oct. 20 th	<u>Module 8</u> Stimulants	<ol style="list-style-type: none"> 1. Stimulants Quiz due by Sunday October 20th at 11:59PM 2. RESPONSE to PEER Habit Journey #3 Journal Entry Discussion due by Sunday October 20th at 11:59PM 3. Habit Journey #4 Journal Entry due by Sunday October 20th at 11:59PM
Oct. 21 st – Oct. 27 th	Exam 2 (Modules 5-8)	<ol style="list-style-type: none"> 1. October 21-LAST DAY to sign up for Case Study Groups 2. EXAM 2 available Thursday October 24th – Sunday October 27th 3. RESPONSE to PEER Habit Journey #4 Journal Entry Discussion due by Sunday October 27th at 11:59PM
October 28 th – Nov. 3 rd	<u>Module 9</u> Hallucinogens/Inhalants	<ol style="list-style-type: none"> 1. Hallucinogens/Inhalants Quiz due by Sunday November 3rd at 11:59PM 2. Group Project Milestone 1 Assignment due by Sunday, Nov 3rd at 11:59 PM
Nov. 4 th – Nov. 10 th	<u>Module 10</u> Sedatives	<ol style="list-style-type: none"> 1. Sedatives Quiz due by Sunday November 10th at 11:59PM 2. Group Project Milestone 2 Assignment due by Sunday, Nov 10th at 11:59 PM
Nov. 11 th – Nov. 17 th	<u>Module 11</u>	<ol style="list-style-type: none"> 1. Addiction and Co-Occurring Disorders Quiz due by Sunday November 17th at 11:59PM

	Addiction Co-occurring Disorders	2. Group Project Milestone 3 Assignment due by Sunday, Nov 17th at 11:59 PM
Nov. 18 th – Nov. 24 th	<u>Module 12</u> Public Policy	1. Module 12 FIRST Discussion post due Sunday November 24th at 11:59PM 2. Module 12 Discussion (2) Classmate Responses due by Sunday December 1st at 11:59PM
Nov. 25 th – December 2 nd	THANKGIVING BREAK	1. Complete Final Habit Change Group Video Presentation
Dec. 2 nd – December 3 rd	FINAL EXAM-HABIT CHANGE CASE STUDY GROUP VIDEO PRESENTATION	1. FINAL EXAM HABIT CHANGE GROUP VIDEO PRESENTATION -TUESDAY December 3rd by 11:59pm.

****Assignments and dates associated with this syllabus are subject to modification at faculty's discretion. ****

See this link for Clayton State's Academic Calendar: <http://www.clayton.edu/calendar>.

Habit Change Journal Assignment Instructions

Habit Change Journal Assignment

Each student is required to abstain from a mood-altering chemical / substance / food / OR activity for 30 days (**September 23 – October 22**). The substance will be of your choosing, and can include alcohol, marijuana, nicotine, caffeine, sugar, or other similar substances. An activity can include gambling, spending money, watching television, spending time on social media, swearing, etc. The purpose of your abstinence is to assist you in understanding what chemically dependent people face in treatment and recovery in this culture. Please note that this project is not a formal treatment for your experience. Hopefully you may begin to assess the role chemicals and certain behaviors play in your life. You are to choose something that will be a true challenge for you, and that you are comfortable sharing with the class in the Discussion forum. You cannot choose addiction topics related to the following: sex, pornography, and recreational drugs including, heroin, cocaine, crystal meth, etc. Smoking (cigarettes, marijuana) and vaping are acceptable topics.

Habit Topic Milestone Assignment- 5 points

You are to inform your instructor at the outset what substance or activity you will be abstaining from. The topic must be approved by your instructor prior to beginning the journey. You are to develop a plan for dealing with the difficulties of abstinence, including the possibility of relapse. You will submit this topic and plan by September 8th, and this will be five points to your grade in the class.

Journal Discussion submissions- 30 points each

First Required Post-Habit Change Discussion

Each week during the 4-week abstinence journey, you will journal your experiences in the Class Discussions folder in D2L. First, you will answer specific questions related to course content. You are to respond to the question(s) in a thoughtful manner; you are also REQUIRED to support your thoughts by incorporating information from your readings cited in APA style from the readings /e-textbook and any sources or other professional experiences as you see fit (e.g. Frankenburg, 2019). You also will provide References at the end of the first post of the e-textbook/readings.

For the Habit Change Journey portion of the first required post, you will answer specific questions describing and reflecting upon your abstinence, along with your experiences, thoughts, feelings, successes and struggles. You will not be graded on your success or failure in abstaining, but on your growth in understanding yourself and of the dynamics involved in dealing with addictions. **However, it is important to make your best effort to abstain for the full 4 weeks.** Each week in your Discussion journals, you will also provide one picture, meme, website link, video/vlog, or journal article that reflects your journey experience for that week. Each Discussion journal entry should be at least 200 words.

In addition to the content questions from the module you will select your choice of the following questions related to your journey each week:

- Your reasons for choosing this substance or behavior to abstain from (answer this the first week)
- Your daily experiences and feelings
- Your physical state (health, energy, sleep, nutrition)
- Your psychological state (motivation, emotions, coping skills, self-esteem, thoughts, insights, confidence, self-efficacy, emotional management)
- Your social life and who do you might look to for support (social support, undermining, changes, friends, family, classmates, insights about others, reactions by others)
- Your spiritual state (choices, honesty, belief systems, ethics, practices, honesty, personal value system)
- Your environment (media, advertising, social mores)
- What you are learning about yourself (answer this question each week)
- What you are learning about addiction (answer this question the last week)

Second Required Post- CLASSMATE RESPONSE

Also, you will respond to at least ONE (1) classmate's experience with a related resource (e.g. website resource, video) and ask an open-ended critical thinking question related to their journey. You will have ONE (1) week following the first submission to provide your response to your classmate. Please refrain from giving advice. Your comments should be at least 100 words, supportive, and your questions should facilitate self-reflection. You will be graded on your comments and questions to your classmates.

Habit Change Journal Discussion Post Requirements:

- 3. Submit Habit Change Journal Topic by Sunday, September 8th (Must be approved by instructor)**
- 4. Habit Change Journey Discussions begins- September 23rd (30 days)- October 22nd**
- 5. Complete Discussion prompt and answer questions provided (This is the FIRST required post):**
 - Citation from the e-textbook or readings in APA style (e.g. Frankenberg, 2019).
 - References at the end of your Discussion post from the e-textbook or readings in APA format.
 - Select four questions to answer related to your journey.
 - Attach 1 picture, meme, video/vlog, or journal article that reflects your journey.
 - Habit Change Journal Discussion first posts must be at least 200 words.
 - You must submit your Discussion Post and your Question to the class by the SUNDAY of the assigned week at 11:59PM.
- 6. Respond to at least ONE classmate's Discussion post, Ask a Question regarding their habit journey (This is the SECOND required post):**
 - Provide a comment that adds to the class discussion.

- Attach 1 website resource, or video related to their journey.
- Ask an “OPEN-ENDED CRITICAL THINKING QUESTION” to your classmate about their Habit Journey (avoid “yes or no” and/or simple, one word answer questions). You will be graded on the content of classmate responses and your posed questions to your classmates. Please refrain from giving advice. Your comments should be supportive, and your questions should facilitate self-reflection.
- Habit Change Journey Discussion response must be at least 100 words. Sentences such as “I agree” and “Good work,” do not count towards 100-word count. Again, do not copy word for word from the readings in your responses.
- **You must submit your Habit Change Journey Discussion Response by the following SUNDAY after the First post submission by 11:59PM.**

Final Exam Case Study Group Project- Assignment Instructions

Case Study Video Group Presentation- FINAL EXAM

During the 30-day abstinence journey, you will select a substance or behavior which be the topic of case study video group presentation. You will place yourself into groups based on the specific substance or behavior you decide to sign up for on a first come first serve basis.

Imagine, you are a certified addictions counselor, and together, each person in your group is part of an interdisciplinary team with the task of treating a client with a specific substance use disorder (Stimulants, Sedatives, Inhalants, Hallucinogens, Alcohol, Opioids, Marijuana, Nicotine/Tobacco, Gambling/Internet Gaming, Caffeine). Your group will create a Case Study video presentation, summarizing the behavior or substance use journey, life experiences, treatment recommendations and class concepts associated with the imaginary client you will create. The purpose of this case study is to integrate your understanding of the course material, and to reflect on what you learned from your personal habit change journeys. Specific questions that need to be answered in your presentation are provided on page 2 of this document. It is recommended that you create a PowerPoint presentation and record the presentation as a group using PowerPoint, Microsoft Teams or Kaltura. See tutorials in D2L on how best to create this presentation. Each group member has to contribute to the presentation. The video of your oral presentation should be overlaid on PowerPoint.

The purpose of this assignment is to help you practice the following skills that are essential to your success in this class, in this field and in professional life beyond school. By completing this assignment you should demonstrate the following skills:

- Identify research topics and questions
- Access and collect information from appropriate sources
- Synthesize research information pertaining to your topic.
- Judge/Critique best practices/interventions pertaining to your client.
- Compose and well organized, clear concise report to expand your knowledge on subject matter related to topic.
- Work effectively as a member of a team.

This assignment will help you become familiar with the following important content knowledge outlined in the Department of Psychology mission learning objectives:

LO3. Demonstrate effective, professional oral and written communication skills both individually and with groups.

LO7. Interact effectively with people of diverse abilities, backgrounds, and cultural perspectives.

The cases you develop may be modified and used in the teaching of future addictions courses.

Presentation Content: Complete your case study video presentation addressing the following prompts/questions:

- Shared demographic information about the client (i.e., name, age, race, gender identity, sexual orientation, etc.)
- When did the client first begin using the substance (onset/start of behavior)?
- What contextual factors influenced their misuse of the substance (e.g., life experiences, socio-economic status, social supports)
- Describe in the detail the progression and consequences of your client's substance use over time:
 - Physical state (health, energy, sleep, nutrition)
 - Psychological state (motivation, emotions, coping skills, self-esteem, thoughts, insights, confidence, self-efficacy, emotional management)
 - Social life (Relationships)
 - Role functioning (How has your client's substance use affected their academics, occupations, parenting, etc.)
 - Spirituality state (choices, honesty, belief systems, ethics, practices, honesty, personal value system)
- Describe how their cultural environment may influence their substance use behaviors.
- Explain the criteria your client has to meet the DSM-5-TR diagnostic criteria for the specific disorder.
- Provide brief information on the associated addiction (e.g. definition according to DSM-5-TR prevalence rates, common treatment methods, etc.)
- Explain the addiction treatment model you will use to understand your client's addiction (e.g. biopsychosocial, medical/disease, behavioral model,).
- Describe the treatment framework/option you will recommend to your client (e.g. harm reduction or abstinence) AND at least one specific treatment that would be used within the selected framework/option
 - Briefly describe at least three (3) specific treatment resources (e.g. websites, clinics, etc.) where you can refer to your client for additional support.
- Share your personal reflections on how the course has influenced your understanding of addictions and the people who experience them.

Case Study Video Group Presentation FINAL EXAM Format and Submission Requirements

Each group member is expected to participate actively and equally in developing and presenting this case study video project. Group members are required to have at least one group meeting by November 3rd, with an Assignment submission to the instructor, stating the name of the group leader (point of contact with instructor). A group outline of the presentation needs to be submitted by November 10th of the presentation. **If a group member does not participate in any group meetings or activity by November 10th, that student might be dropped from**

their group by the instructor, and they will have to submit the entire presentation individually with the only option of receiving a maximum of 75% (C) on their final exam case study video.

Case Study Video presentations must be at least 7 minutes but NO MORE than 10 minutes long. You must include at least FIVE (5) references, published in the last six years, to support your presentation content. A reference slide at the end of the presentation should be included along with in-text citations of your references throughout the presentation. Presentations must be in APA style formatting. Groups are expected to look up information from reliable and peer-reviewed journals, articles, books, encyclopedias and use references to define the addiction, prevalence rates, common treatment methods etc. Use the library website (<http://www.clayton.edu/library>) to search electronic journals, e-books, and more. You must use your e-textbook as a reference along with the DSM-5-TR. Do not hesitate to ask your instructor, or a librarian what constitutes a peer-reviewed article. Wikipedia will not be accepted as a reliable nor peer-reviewed resource; neither websites that are .com. (e.g. or WEBMD). **(So, you must use websites that end in either .gov, .edu, .org or .net.)**. **References and reference slide must be listed in APA style.** If in doubt about what constitutes an approved article, please contact your instructor for guidance. Final presentations must be submitted in D2L under the **Assignments** tab.

****See the class tutorial for information on how to create your Case study video.****

Video Presentation Format: Please provide the following format for your video presentation.

1. **Title slide** that contains the title of the assignment, your name(s), the instructor's name, the course title, and the due date)
2. APA style formatting-through out
3. Spell check, double check your grammar (appropriate citations within text, outside material)
4. Video presentation must be at least 7 minutes but no more than 10 minutes long
5. Use of creative graphics and pictures to highlight presentation content
6. Reference slide of at least 5 sources (e-textbook and DSM-5-TR must be included).

Case Study Project due dates-Milestones

Group Sign-up opens October 7th . Sign up for a substance or behavior case study topic by October 21st or you will be assigned to a group.

1. Meet with group at least once (asynchronous or synchronously)- October 21st - November 3rd. Select a Group Leader & Submit Group Roles- November 3rd (5 points to grade)
2. Presentation Outline – November 10th (5-points to grade-Anyone who has not participated in their group by this time will be dropped from their group and required to submit this project on their own with the highest possible grade of 75% on final presentation)

3. Presentation Draft- November 17th (10-points to grade)

Case Study Final Exam due – Tuesday, December 3rd, 2024 by 11:59PM.

Grading Criteria Rubric: Grading will be based on the following broad criteria:

- (1) **Content-50 Points** Accuracy of presentation information and adequate development of the topic. All prompts/questions provided in the instructions are answered in detail throughout the video presentation. Content demonstrates critical thinking, mastery of the objectives and critical understanding of the case and the addiction related topic. Simply regurgitating information/listing issues related to the topic commonly available on the web is insufficient. Video presentation synthesizes and integrate the information learned from the course to the case.
- (2) **Organization- 50 Points** Video presentation is well organized with a logical flow. (Each presentation slide in video should form one cohesive presentation, not four presentations put together in a video). Information in the video presentation should be listed in bullet points, not paragraphs. Grammar/Technical merit components- Be sure to spell check, and grammar check video presentation. Use of clear, acceptable references (at least 5- including e-textbook/readings, DSM-5-TR). All in-text citations, references and reference slide are listed correctly in APA style. Creative graphics are provided to highlight presentation content. Video Presentation is at least 7 minutes but NO MORE than 10 minutes long.
- (3) **Delivery-50 Points (Individual grade based on oral presentation)-** Holds attention of audience with the use of direct eye content, seldom looking at notes. Does not read information directly from slides. Student expresses the impact their Habit Journey experience has had on their knowledge of the subject matter, their career, and their beliefs on addiction. Speaks with fluctuation in volume and inflection to maintain audience attention. Does not use colloquial language. Remember, this is an upper-level college project and your final exam. You are required to present information in a professional manner.
- (4) **Enthusiasm- 50 Points (Individual grade based on oral presentation)-** Speaker demonstrates strong enthusiasm about topic/case during entire presentation. The speaker answers content questions in detail, in a meaningful manner that increases audience understanding of the case study.

The maximum number of points possible for this entire project is **200 points**.

When submitting your Case study video presentation, you must submit the assignment in D2L by December 3rd, 2024 no later than 11:59 pm.

Submission Instructions: Final presentations must be submitted in D2L under the **Assignments** tab.

Please be sure to review CSU's plagiarism policy ([Academic conduct regulations](#)). If you are unsure what constitutes plagiarism and how much you can actually quote/how you can quote, please email me for any clarification. Please note that final work that is submitted will be reviewed for these criteria, and students can potentially receive 0 points for plagiarized work and be referred to the Student Conduct Office.

Be sure to follow all the requirements listed above and use it as your rubric to ensure you have met all criteria.

Email your instructor with any questions and/or concerns.