Psychology of Addiction 1

COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Rehabilitation Counseling

COURSE NUMBER: RCI 7510

CALL NUMBER: 19222

COURSE TITLE: Special Topics in Rehabilitation Counseling: Psychology of Addictive Behaviors

CREDIT: 2 credit hour

TERM/YEAR: Fall 2014

DAY/TIME: September 13th, 20th, & October 4th, 2014
9:00 – 4:00 PM
Ten (10) hours online and arrange

COURSE LOCATION: Oakland Center
Room 622

INSTRUCTOR: George P. Parris, Ph.D.
License Professional Counselor (LPC)
Certified Rehabilitation Counselor (CCRC)
Senior Diplomate and Disability Analyst
311 College of Education
(313) 577-1619
E-mail: gparris@wayne.edu
Office Hours: Tuesday 3:30 - 5:00 PM
Friday 3:00 - 4:30 PM

GUEST LECTURER: Sonja Grbevski, Ph.D.
Advisor and Adjunct Faculty
Rehabilitation Counseling Program

PROGRAM SECRETARY: Lei Juan Stuart-Walker (313) 577-1613

CATALOG DESCRIPTION: Emerging and contemporary issues of selected disabilities within the field of rehabilitation. Students will develop knowledge and skills in areas such as diagnosis, intervention and treatment planning. Special emphasis will be placed on life care planning, special assessment and evaluation techniques, and developing rehabilitation plans. May be repeated for a maximum of 10 credits.
COURSE OBJECTIVES:

The Psychology of Addictive Disorders will focus on the addictive personality and the process of addictive disorders. To understand its complicated nature as a disease, the course will focus on various models of addiction as developed by current experts. We will examine up to date research on several disorders including chemical and substance addictions (alcohol, drugs, and food) and other behavioral addictions (gambling, spending, Internet/Gadget addiction, and compulsive productivity, otherwise known as “workaholism”) and sexual addiction disorders. Addiction identifies a self-destructive pattern of behavior. The popular understanding is that addiction is a compulsive, involuntary behavior. However, self-destructive behavior is not necessarily compulsive. Whether addiction is voluntary or involuntary is an empirical question that can be scientifically tested. To answer it properly requires an objective definition of compulsivity. This course will offer insight into the nature of addiction based on objective definitions of voluntary and involuntary behavior, and the factors correlated with addiction. Specific topics to be covered include the stages and characteristics of addiction, its course, prevalence, and familial patterns, and symptoms of addictive disorders. We will also examine various treatment approaches including effective intervention strategies.

Specific Objectives:

1. Describe the process of addiction and the development of the addictive personality.
2. Develop knowledge of the theoretical approaches and stages and characteristics of addiction.
3. Demonstrate an understanding of the major treatment approaches and intervention strategies for addictions.
4. Identify clinical symptoms of chemical dependency, eating disorders and sexual addiction disorders as outlined in the Diagnostic and Statistical Manual (DSM-5).
5. Recognize addictive behaviors involved in compulsive behaviors such as Compulsive Gambling, Compulsive Spending, Internet/Gadget Addiction and Compulsive Productivity.
6. Demonstrate knowledge in the development of a treatment and intervention plan that meets the client’s addiction recovery, and functional, social, and environmental needs.
7. Assist students in integrating counseling and case management strategies in order to improve community living such as employment, social adjustment and general quality of life for individuals with addictive disorders.
8. Develop knowledge and be able to describe potential ethical and personal dilemmas regarding being able to treat clients with various types of addictive disorders.

REQUIRED TEXT:

All reading materials will be provided by the instructor.

RECOMMENDED TEXT:
Psychology of Addiction


**SUGGESTED READING:**


**REQUIREMENTS AND EXPECTATIONS:**

**Participation:**

This course will involve lecture and discussion and attendance is mandatory. Participation includes physical attendance (Do you show up?); psychological attendance (Does your mind show up?) Can you show evidence of thinking during the class? Do you hear and incorporate what others are communicating? Participation means that you provide others with some way of knowing that you are involved in the course. Failure to attend the class in its totality will result in a failing grade. Please note that Incomplete Grades will not be given.

**Contribution to Grade: 10%**

**Assignments:**
In order to fully understand the nature of addictive disorders, it is important that one gains the perspective from individuals living with this disability. As such, you will visit at least one drug and/or alcohol, or addiction support group or community agency working with addictive individuals (Alcoholics Anonymous, Overeaters Anonymous, Gamblers Anonymous, Debtors Anonymous, etc.). You may also investigate and visit support services online. Contact local Inter-groups in your area for meeting times and locations (the Internet is the best resource for finding meeting information). Students must locate an “open” meeting which is typically implied unless otherwise stated that serves people with addictive disorders in order to gain the perspective from a service provider or individual living with an addictive disorder. Briefly, describe the structures and processes of the group setting. Please include your observations and thoughts in the following areas: clinical growth opportunities in a group setting, personal and professional reflections, as well as diversity sensitivities. Be sure to integrate class material, readings and theory, as well as research with your observations. The paper must be approximately 7 pages in length and must confirm to the APA 6th edition manual for style of writing.

Contribution to Grade: 50%
Due Date: November 7, 2014

Students will be divided into groups of three (3) and will develop a presentation on a specific addictive disorder in class. Together, you will deliver a presentation on that disorder on the last day of the class. The presentation will be graded on comprehensiveness, quality of information, and preparedness. Information should be presented orally, without reading directly from notes.

Contribution to Grade: 40%
Due Date: October 4, 2014

EVALUATION & GRADING:

Final grade will be derived from a composite of the major requirements above. The plus/minus letter grade system is used in the CED program:

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<th>Letter Grade</th>
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<tr>
<td>A</td>
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Below 72 is a failing grade

CLASS SCHEDULE:

Saturday, September 13, 2014

09:00 – 10:30 AM  Course Introduction and Overview
Introduction to Psychology of Addictive Behaviors
Importance of Addressing Addictive Behaviors

10:30 – 10:45 AM  BREAK
10:45 – 12:00 PM  Psychology of Addiction
12:00 – 01:00 PM  LUNCH BREAK
01:00 – 02:30 PM  Psychology of Addiction Cont’d
02:30 – 02:45 PM  BREAK
02:45 – 04:00 PM  Group Discussion

Saturday, September 20, 2014

09:00 – 10:30 AM  Emerging Personality and Cognitive Structure of an addictive disorder
10:30– 10:45 AM  BREAK
10:45– 12:00 PM  Eating Disorders / Addiction
12:00 –01:00 PM  LUNCH
01:00 – 02:30 PM  Gambling Addiction
2:30 -- 2:45 PM  BREAK
2:45 – 4:00 PM  Substance Abuse Addiction
Group Discussions and Conclusion

Saturday, October 4, 2014

09:00 -10:30 AM  Sexual Addiction
10:30 – 10:45 AM  BREAK
10:45 – 12:00 PM  Internet Addiction
Shopping / Spending Addiction
12:00 – 01:00 PM  LUNCH BREAK
01:00 – 02:30 PM  GROUP PRESENTATION
02:30 – 02:45 PM  BREAK
02:45 – 03:30 PM  GROUP PRESENTATION CONT’D
ATTENTION STUDENTS WITH DISABILITIES:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The
Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a different day than the rest of the class.

**ATTENDANCE POLICY**

All students are expected to attend class, be punctual, and remain in class until the day’s work is completed. It is also expected as a part of attendance that students will appear attentive to the instructor and respectful of other students, and will not talk, read material other than the textbook, or engage in other activities that interfere with the course while the class is meeting.

If the instructor begins to note problems with attendance or behaviour that interferes with the teaching process, this will be noted and the student will be made aware of the problem. At that point the instructor will begin to document the student’s attendance and disruptive behaviour and if further problems are noted the student’s grade will be lowered by one letter.

**STATEMENT OF PROFESSIONALISM**

The College of Education requires students to be effective counselors, to behave in an ethical manner at all times (see the statement on Ethical Dimensions of Counseling in the Rehabilitation
Psychology of Addiction Counseling Handbook as well as the Practicum and Internship Handbook). Your behavior must be appropriate at all times. Active participation in all class activities and discussion is expected. Come to class with ideas, agreements or disagreements on the reading assignments. We expect you to question our ideas and those of your peers. Professional dress, behavior, and language are required at all times. Please put all electronic devices on vibrate or turn off during class and when in your assigned school.

The Student Code of Conduct can be viewed at:

http://www.doso.wayne.edu/codeofconduct.pdf

ACADEMIC MISCONDUCT/ETHICAL VIOLATIONS

All acts of dishonesty (plagiarism, copying, etc.) in any work for any course will constitute academic misconduct. In this regard, the Academic Regulations Policy noted in the College of Education Graduate Programs and University Graduate programs Catalogue will be followed in the event of any acts of academic misconduct. In addition, students need to be aware that the professor has at his or her discretion the aright to reduce a students’ grade for that class, assign a failing grade, or report the student to the Dean of the College of Education, which could result in removal from the program.

Plagiarism

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Whenever you incorporate other people ideas or writings into your own writing, it is extremely important to give credit to those individuals by referencing their names.

How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotation of another person’s actual spoken or written words;
- or paraphrase of another person’s spoken or written words.
Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

(The section on plagiarism is produced by the Writing Tutorial Services, Indiana University, Bloomington, IN)

The College of Education’s grade appeal policy is available at:

http://coe.wayne.edu/current/grade-appeal.php

Anti-Discrimination and Harassment Policies:

Wayne State University respects and protects the personal and academic freedom of its students, faculty and academic staff. The programs and activities of the University are open to all qualified persons without regard to race, religion, marital status, sex, sexual orientation, age, national or ethnic origin, political belief, or physical handicap, except as may be required by law. The University seeks to demonstrate, through all its programs and activities, its appreciation of human diversity and to maintain an atmosphere of tolerance and mutual respect that will nourish human liberty and democratic citizenship.


RELIGIOUS OBSERVANCES POLICY

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to
notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**NOTE:** The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Please try to incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: "the disabled", "the deaf", "the blind", the "handicapped", etc. It is more acceptable to say, "people who are deaf", or "persons with disabilities".

2) Where possible emphasize the importance of the individual rather than the disability by saying "person" or "individual" before describing the disability. For example, say, "persons with disabilities" or "people with learning disabilities", rather than "learning disabled people".

3) Avoid using descriptors such as "unfortunate", "pitiful", "poor", and other such value laden words. When possible, use descriptors, which emphasize a person ability, such as: "uses a wheelchair or braces" rather than "confined to a wheelchair", since a wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: "afflicted with" or "suffering from". It is more acceptable, and accurate to say, "the person has or had__________", "the person has experienced__________", or a person with__________.

5) Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a disease, nor is the person with the disability necessarily chronically ill.