



Course number 750.09	Addictions	Winter2019
Instructor: David Hodgins	Lecture Location: AD248	
Phone: 403-220-3371,	Lecture Days/Time: Monday, see course dates and times on page 3	
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Course Description and Goals

The purpose of the Addictive Behaviours module is to provide practical evidence-based information on the assessment and treatment of addictive behaviours including alcohol, other drugs and gambling disorders. The course has two areas of major focus: introduction to treatment systems and instruction in motivational interviewing for gambling and other addictions. The format is experiential. Half of the course will be devoted to visits to different addictions facilities representing different phases of treatment (detox, treatment, aftercare), treatment intensity (from outpatient to long-term residential), treatment models (multimodal, twelve step) and special populations (adolescents, gender specific). The visits will include scheduled time to discuss key issues in addictions treatment. Participants will gain an appreciation for different substances and treatment approaches.

Half of the course will be devoted to understanding the fundamentals of motivational interviewing, including practise in conducting brief motivational interviewing sessions. The model will be presented in terms of gambling but practise will include substance addictions. A number of readings will be assigned for these sessions.

In addition to these five scheduled sessions, a course blog will be available. Early in the course you will receive an email invitation to join this blog, which involves setting up a user id and password. This blog will be used for two purposes:

- Over the course of the six weeks, each student will identify, describe, and review one **web-based, evidence-based resource for practitioners related to addiction**. There are many such resources available through the National Institute of Alcohol Abuse and Alcoholism (NIAAA), National Institute of Drug Abuse (NIDA) and many other organizations. Resources might include a treatment manual, a detox protocol, some clinically relevant information on one or more drugs, useful assessment tools, and so

forth. The description and review should be brief but useful. This information or a link to this information will be posted on the blog by the student.

- All other students will review these posted resources and provide comments and ratings on the blog. Students should *BRIEFLY* comment on strengths, weakness, and potential applications and provide a five star rating (* = minimally useful to me, ***** = life altering)
 - Resource Identification Deadline January 20 (should indicate a specific resource to avoid duplication; first come, first served)
 - Description and Review posting Deadline: January 28
 - Peer Rating Deadline: February 10
- Each student will prepare and post a two to three page **thought paper** focusing on three or more of the six facility visits (i.e., any 3 of the 6 sites visited). These papers will allow students to share their reflections with peers and the instructor on some aspect of the experience. Other students will be welcome to provide comments but not obliged to do so. The thought paper needs to be posted by February 3, for discussion in class on Feb 4.

Required Readings

Miller, W.R. & Arkowitz, H. (2015). Learning, Applying and Extending Motivational Interviewing. In Arkowitz, H., Miller, W.R. & Rollnick, S. (Eds). Motivational Interviewing in the Treatment of Psychological Problems. Second Edition. New York: Guilford. (p 1- 32).

Miller, W.R. (2015). Motivational Interviewing in Treating Addictions. In Arkowitz, H., Miller, W.R. & Rollnick, S. (Eds). Motivational Interviewing in the Treatment of Psychological Problems. Second Edition. New York: Guilford. (p 249-270).

Arkowitz, H., Miller, W.R., & Rollnick S. (2015). Conclusions and Future Directions. In Arkowitz, H.A., Miller, W.R. & Rollnick, S. (Eds). Motivational Interviewing in the Treatment of Psychological Problems. Second Edition New York: Guilford. (p 365-388).

I also highly recommend Miller & Rollnick (2012). Motivational Interviewing. Helping People Change. Third Edition. I also have various training tapes that can be borrowed as desired.

Evaluation

Active participation in class activities is expected. Students will also be required to post a resource to the blog and review all the postings of other students (as described above). Finally, students are required to post a thought paper (as described above). Grading is on a pass/fail.

Class Schedule (tentative as not all visits are confirmed)

January 14 9-12 Course Introductions, Basics of Motivational Interviewing

January 21 9-3:30 Site visits and debrief (note full day)

January 28 9-12 site visits and debrief

February 4 9-3:30, Motivational Interviewing Skill Development; Thought paper comments, course debrief and evaluations. (note full day)

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](https://www.ucalgary.ca/access/accommodations/policy). Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities_0.pdf. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.
Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 17, 2019**. Last day for registration/change of registration is **January 18, 2019**. The last day to withdraw from this course is **April 12, 2019**.