



School of Applied Psychology
Department of Psychology

PSY 412 Psychology of Addictions

Online Asynchronous | Credits: 3 | Section: 412-90-1 | Term: Fall 2026

Instructor Information

Instructor	Sheena Galutira
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Office Location	Behavioral Science Building 106
Virtual Office	https://calendar.app.google/UYFhNAW1fPWjxrXa9
Virtual Office Hours	Tuesdays 11am to 2pm or by appointment

Communication

Questions or concerns for this course can be emailed to the instructor at sheena.galutira@chaminade.edu. Online, in-person, and phone conferences can be arranged. Response time will be within 1-3 days during business hours on weekdays.

School & Department

School	School of Applied Psychology
Location	Behavioral Science Building
Phone	(808) 739-8340
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog Description

This course is designed to deepen the student's understanding of substance use disorders as defined in the Diagnostic and Statistical Manual 5th Edition (DSM-V), focusing on best practice counseling approaches, and the 12 Core Functions of the Alcohol and Other Drug Abuse Counselor. The course emphasizes the goals, strategies and skills needed to be an effective mental health professional working with addictions and substance use disorders. Prerequisites: EN-102, COM-101, PSY-101

Course Snapshot

Modality	Online Asynchronous
Time Commitment	This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 37.5 hours in class, 40 hours writing and revising the research paper, 8 hours studying for the midterm exam, and 10.5 hours studying for the final exam. There will be an additional 39 hours of work required beyond what is listed here (course

	readings, discussions and participation, etc.). This additional work will average about 2.5 hours per week. Note: There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster, others will work slower. Faculty may estimate the difficulty of tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by Data provided by the Rice University Center for Teaching Excellence.
Required Materials	Alderson, K. G. (2026). Counseling Clients with Substance Use Disorders and/or Problematic Behaviors (2 nd Ed.). San Diego, CA: Cognella.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Canvas is a Learning Management System that Chaminade University uses for its courses. Assignments, quizzes, and course documents can be located in the Canvas shell for this course.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of psychology courses, the student will be able to:

1. Identify key concepts, principles, and overarching themes in psychology.
2. Exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Course Learning Outcomes (CLOs)

Upon completion of PSY 412, the student will be able to:

1. Analyze the dynamic between substance use disorder and its influence on the individual, couple and family systems, and community and apply the 12 Core Functions of the Alcohol and Other Drug Abuse Counselor examining the cultural influences, diversity, and familial factors in how it interacts with substance use disorder, diagnosis, and treatment. Discussions and journaling are used to assess this CLO (PLO1, PLO 2, PLO 4).
2. Identify the appropriate application of counseling theories, modalities, and techniques and demonstrate legal and ethical issues pertaining to substance use disorder, HIV & STD, and confidentiality including 42 CFR Part 2. Multiple course tests are used to assess this CLO (PLO 1, PLO 2).
3. Explain the scientific method and research relative to their application in the field of substance use disorder. Research and written papers are used to assess this CLO (PLO 1, PLO 3).

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

PSY 412 Psychology of Addictions is guided by the Marianist educational value of Educate for Adaptation to Change and Educate for service, justice and peace, and integrity of creation. PSY 412 Psychology of Addictions focuses on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

Through weekly discussions, reflections, and research papers, the attributes above will be demonstrated.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua (‘Ōlelo No‘eau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Na‘auao):** Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit (‘Ohana):** ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (Aina):** ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	2, 3, 5	2, 4, 5	2, 5
PLOs	1, 2, 4	1, 3	2, 3
Native Hawaiian Values	2, 3, 5	2, 4, 5	2, 5
Gen Ed Outcomes(if applicable)	1, 2	1, 2	1, 2

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.

- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by 1-3 days (see Communication policy above)
 - Weekly graded work (discussions, assignments): within 5 school days of the due date
 - Major assessments/projects: within 5 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	All assignments are due on the date and time specified on the syllabus and/or Canvas. Assignments submitted late will receive a 10% deduction from your earned grade for the assignment. Presentations cannot be made up.
Extra Credit	None or TBD
Incomplete Grade	Incompletes are granted if the student has submitted at least 90% of the assignments by the end of the term and has failed to submit the 10%, which might result in a failing grade. Documentation for reasons an assignment was not submitted in time is required as part of an incomplete request. Contact the instructor for an incomplete request.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

<u>Assignment</u>	<u>Points</u>
Who Am I	10
Discussion Response	25 (5 @ 5pts each)
Participation	40 (5 @ 5pts each)
Abstinence/Acquisition Plan	15
Abstinence/Acquisition Journal	35
Abstinence/Acquisition Paper	50
Addictions Media Paper	75
Midterm Exam	100
Final Exam	200
Total Points = 470	

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Course Activities

Assignments, Presentations, and Papers	Description	Points
Who Am I Exercise	This is your opportunity to introduce yourself to the class. Please share a little about who you are and what makes you unique. There is no minimum word count for this assignment. If you do not know what to say, please use the prompts below as your guide. Also, please do not submit an attached document. Submit your response straight to Canvas so we can all access your work easily. Please use the Embed Image tool to embed an image of you so we can put a name to a face. (If you are shy, please embed an image that most represents you. If you choose this option, you'll need to share a little on why you picked the image that you did.) • What is your name? • Where are you from? • Why do you want to learn about addictions? • Are you interested in becoming a Certified Substance Abuse Counselor or working with the addictions population? • Feel free to share something about yourself that you haven't already	10 points
Discussion Response	Based on the video (if applicable), your readings, and your thoughts on the subject, please respond to the discussion post in no less than 200 words in length. Post your discussion response directly to Canvas. Do not post as an attachment. This will make it easier for everyone to see your response. List your sources at the bottom of your post using APA formatting.	25 (5 @ 5 pts each)
Participation	Students will contribute at least one (1) substantive response to a peer's Discussion Response. In order to earn full participation points, your responses must be related to the discussion and include new ideas or personal perspectives. Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does	40 (8 @ 5pts each)

	not add new information to the discussion. You might want to respond to posts that are different from your ideas. <i>Following are guidelines for weekly discussion response grades:</i> • <i>Excellent</i> = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is <i>well written</i>. Grade of 5 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion. • <i>Above Average</i> = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 4 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed. • <i>Average</i> = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 3. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand. • <i>Minimal</i> = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 2 here indicate that the comments may provide some social presence to a collegial atmosphere. • <i>Unacceptable</i> = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided.	
Abstinence or Acquisition Project and Journal	Students will choose one (1) of either Abstinence or Acquisition. See below. <u>Abstinence:</u> Starting in Week 6, students will abstain from a mood-altering chemical, substance, food, or activity for 45 days. Students will choose a substance and it can include alcohol, other drugs, nicotine, caffeine, sugar, or other similar substances. An activity can include gambling, spending money, watching TV, spending time on the computer/phone, swearing, etc. <u>Acquisition:</u> Starting in Week 6, students will choose a behavior or habit they want to acquire for 45 days. Some behaviors or habits could be starting a daily exercise program, meditation, eating healthy food, or other self-care activities. Students will submit their chosen substance/behavior to Canvas. Students will also tell at least 2 significant people in their lives that they will be abstaining/acquiring their chosen substance/behavior. The purpose of the Abstinence or Acquisition Project is to assist you in understanding what chemically dependent people face in treatment and recovery. Students will also begin to assess the role chemicals play in their lives. Choose something that will be a true challenge. This will help students learn much more than if something easy to change about your life is chosen.	100 pts (Plan – 15 pts Journal entries – 35 pts 3 page paper – 50 pts)

	Develop a plan for dealing with the difficulties of abstinence/acquisition, including the possibility of relapse. The plan should include emotional, mental, and physical aspects. Also consider the following: • Recognizing warning signs and triggers ○ What could make you relapse? ○ What feelings are linked to relapse? ○ What people or places remind you of the substance or behavior? • How will you deal with urges and cravings when they arise? • What are some healthy tools for prevention and/or healthy coping skills? • Who or what are your supports? • What are your goals for abstinence/acquisition? • What repercussions could occur if you don't commit to abstaining/acquiring? Students will also write a weekly reflection describing their abstinence/acquisition, experiences, thoughts, feelings, successes, and struggles. Journal reflection entries will provide a description of the student and their environment in areas such as, but not limited to the following: • Reasons for choosing the substance or behavior to abstain or acquire • Who you told about this experiment and who you look to for support • Daily experiences and feelings • Physical state (health, energy, sleep, nutrition) • Psychological state (motivation, emotions, coping skills, self-esteem, thoughts, insights, confidence, self-efficacy, emotional management) • Social life (social support, undermining, changes, friends, family, classmates, insights about others, reactions by others) • Spiritual state (choices, honesty, belief systems, ethics, practices, honesty, personal value system) • Environment (media, advertising, social mores) • What are you learning about yourself? • What are you learning about your environment? • What are you learning about addiction? • What are you learning about behavior and attitude change? Upon completion of the abstinence/acquisition, students will write a 3 page double spaced reflection paper about how their experience will assist in understanding or working with chemically dependent people. Be specific and reference the textbook if necessary. Grading will be based on the student's growth in understanding themselves and the dynamics involved in dealing with addictions, and will not be based on the success or failure of abstaining/acquiring. However, students must make their best effort in abstaining/acquiring. The Abstinence or Acquisition Project will consist of the following components:	
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	• Plan for dealing with the difficulties of abstinence/acquisition, including the possibility of relapse (15 pts) • Journal reflection entries (35 pts) • 3 page conclusion write up (50 pts)	
Addictions Media Paper	Students will write a paper utilizing popular media to identify a client in need of help for their addiction(s). Review the <u>Twelve Core Functions of the Alcohol and Other Drug Abuse Counselor</u> handout to assist you with this paper. The paper will include the following: • Identify a character from a movie or a book; • Diagnose that character with a substance-related and addictive disorder based off of DSM-V criteria; • Evaluate the psychological, social, and physiological signs and symptoms of the presented addiction(s); • Identify and explain what areas of functioning (social, occupational, family, education, etc.) the character has impairment in; • Examine cultural influences that affect the character and how cultural influences interact with addiction, diagnosis, and treatment; • Analyze the dynamic between the character's addiction and its influence on the individual, family systems, and their community; • Develop the goals for treatment: ○ Immediate ○ Long-term ○ Describe the service, who will provide them, and frequency • What counseling theories, modalities, and techniques would you apply? Use best practice data to support your rationale. ○ What do empirical studies say about the approach you would apply? ○ A minimum of three (3) credible sources showing empirical evidence of the effectiveness of the approach is required • Identify any elements of crisis; • Identify any ethical and legal issues applicable to the character and their prevention and treatment of addiction; and • What other activities, services, agencies, or resources will benefit the client? Where would you refer the client to?	75 points
Midterm Exam	The midterm is a multiple-choice exam based on chapters 1-8 of the textbook.	100 pts
Final Exam	The final exam is a comprehensive timed multiple-choice exam.	200 pts

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is

to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Week	Info / Activities	Readings	Due
Week 1:	Welcome Review Course Syllabus Chapter 1 Introduction Chapter 2 Ethical, Legal, and Professional Issues in Addiction Counseling	Chapter 1, 2	Who Am I
Week 2:	Video: Addiction Documentary		Discussion 1
Week 3:	Chapter 3: Theories Underlying Substance Use Disorders and Problematic Behaviors	Chapter 3	Discussion 2 Participation 1
Week 4:	Chapter 4: The Neuroscience of Substance Use Disorders and Problematic Behaviors Chapter 5: DSM-5, Polydrug Use/SUDs, and Comorbidity	Chapter 4, 5	Discussion 3 Participation 2
Week 5:	Chapter 6: Individual Counseling, Relapse Prevention, and Harm Reduction Begin developing a plan for relapse for Abstinence or Acquisition Project	Chapter 6	Abstinence/Acquisition Plan Participation 3
Week 6:	Chapter 7: Counseling Modalities Begin Abstinence or Acquisition Project and Journal	Chapter 7	Journal Reflection 1
Week 7:	Chapter 8: Prevention, Evaluation, and Assessment Study for Midterm	Chapter 8	Journal Reflection 2 Participation 4
Week 8:	Midterm Exam (Chapters 1-8)		Journal Reflection 3
Week 9:	Fall Wellness Week		Journal Reflection 4
Week 10:	Chapter 9: Alcohol Use Disorder	Chapter 9	Journal Reflection 5 Participation 5

Week	Info / Activities	Readings	Due
Week 11:	Chapter 10: Cannabis Use Disorder	Chapter 10	Journal Reflection 6 Participation 6
Week 12:	Chapter 11: Opioid Use Disorder	Chapter 11	Journal Reflection 7 Participation 7
Week 13:	Chapter 12: Other Substance Use Disorders	Chapter 12	Abstinence/Acquisition Paper Due
Week 14:	Chapter 13: Gambling Disorder	Chapter 13	Discussion 4
Week 15	Chapter 14: Final Thoughts and Reflections	Chapter 14	Discussion 5 Participation 8
Week 16	Addictions Media Paper		Addictions Media Paper
Week 17	Final Exam Week		Final Exam