

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PSYCHOLOGY		
<b>LEVEL OF STUDIES</b>	<i>Undergraduate</i>		
<b>COURSE CODE</b>	<b>PSY-2604</b>	<b>SEMESTER</b>	SRING, 4 <sup>th</sup>
<b>COURSE TITLE</b>	PSYCHOLOGY OF ADDICTIONS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures, laboratory exercises, focused discussion, videos	<b>3</b>	<b>4</b>	
<b>COURSE TYPE</b>	Field (Elective)		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (individual work in English)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=1100">https://elearn.uoc.gr/course/view.php?id=1100</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Students are expected after the successful end of the semester to have:</p> <p>(a) Understand the complex aspects of the phenomenon of addictions (social, psychological, ideological, political, economic etc.)</p> <p>(b) Know in deep the different theoretical approaches developed to explain the etiology of addiction</p> <p>(c) Understand the philosophical-theoretical background, the aims and the different practices for confronting addiction problems</p> <p>(d) Become familiar with concepts related to the principles and the philosophy of different therapeutic models in the field</p> <p>(e) Understand the multiple roles that mental health professionals can play in order to support people who are suffering from addiction problems</p> <p>(f) familiarize themselves with the content of services provided by agencies dealing with the treatment of addictions at national level.</p>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Working in an interdisciplinary environment</li> <li>• Production of new research ideas</li> </ul>

- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism

### (3) SYLLABUS

#### A) DESCRIPTION

Drug addiction is a complex and multidimensional phenomenon with various aspects social, economic, political and ideological. Supporting people with addiction problems is a challenge for social life and social policy as the problem tends to grow particularly in times of economic and social crisis. This course examines the problem of addiction in its socio-historical context and focuses on psychosocial approaches to understanding its etiology. Emphasis is given primarily on addictions of psychoactive substances, legal (e.g. alcohol, prescription drugs) but also illegal, while reference is made to other forms of addiction (e.g. gambling, internet addiction). The course also examines therapeutic models that have different principles and philosophy, such as therapeutic communities, self-help groups, substitution treatment etc. Reference is also made to harm reduction interventions and street-work methodology. The course analyze aspects related to the therapeutic needs of addicts belonging to groups with special characteristics (e.g. prisoners / prisoners, etc.) with an emphasis on the role of gender and issues related to the therapeutic needs of drug addicted women and mothers. The role of the family in supporting a member with drug addiction problem is also being examined. The course describes intervention methods and tools for supporting drug users and refers to methodological and ethical issues arising from qualitative research in the field of addiction.

#### B) THEMES

##### 1<sup>st</sup> Week: Introduction to the problem of drug addiction- Conceptual framework.

Introductory remarks on the problem of addiction. Basic concepts and different types of addiction.

##### 2<sup>nd</sup> Week: The socio-historical context of the problem of addiction

The problem of addiction in different socio-historical contexts: (a) use of substances in ancient societies for medical and therapeutic purposes; (b) the phenomenon of mass abuse of substances: urban organization of cities, global wars, international migration, pharmaceutical industry development, psychoactive drugs and dance / musical cultures.

##### 3<sup>rd</sup> Week: Theoretical approaches to the etiology of addiction (Part I).

Humanistic Approaches, Psychodynamic Approaches (addictions and early traumas), Systemic Approaches, Relational Approach.

##### 4<sup>th</sup> Week: Theoretical approaches to the etiology of dependencies (Part II).

Addiction & social environment: social influence, peer pressure, social conditions, availability of substances.

##### 5<sup>th</sup> Week: Therapeutic models (A) The harm reduction philosophy & substitution treatment programs.

Therapeutic models for addiction (A): Substitution programs / services (harm reduction approach, substitution and the importance of support services, criticism of substitution treatment).

##### 6<sup>th</sup> Week: Therapeutic models (B) therapeutic communities.

Therapeutic models for addiction (B): Therapeutic Communities (development of therapeutic communities, hierarchical and democratic therapeutic communities, philosophy and

principles of treatment, therapeutic groups and techniques, critique of therapeutic communities).

**7<sup>th</sup> Week:** Therapeutic models (C) The philosophy of self-help & mutual aid groups.

Therapeutic models for addiction (C): the self-help model (examples of self-help groups: Narcotics Anonymous, Alcoholic Anonymous, Anonymous Gamblers, 12-Step Philosophy and 12 Traditions, Critique of Self-Help Groups).

**8<sup>th</sup> Week:** Drug addiction & special populations.

Treatment of special "categories" of drug addicted people: homeless, prisoners, teens, older users, drug users with mental problems, mothers.

**9<sup>th</sup> Week:** Drug addiction & gender.

Drug addiction and problematic gender identities, sexuality and abuse experiences, gender sensitive treatment. Therapeutic policies for drug users: Mixed or women only treatment programs?

**10<sup>th</sup> Week:** Drug addiction & imprisonment.

Substance use and imprisonment, therapeutic needs of prisoners with drug abusing problems, treatment during imprisonment.

**11<sup>th</sup> Week:** Drug addiction & therapeutic change.

Stages of change and motivational interviewing. The roles of mental health professionals in early intervention, treatment, social reintegration, relapse. Professional practices and reflective action.

**12<sup>th</sup> Week:** Drug addiction & therapeutic intervention in the family.

Drug addiction and the family of drug user (the role of the family in the motivation and therapeutic change of the drug addicted person).

**13<sup>th</sup> Week:** Future challenges in drug addiction research

Mental health professionals as researchers in the field of addictions. Ethical and methodological dilemmas. Evaluation of the course.

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY.</b>	Face to face		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching, Communication with students through E-Learn		
<b>TEACHING METHODS</b>	<i>Activity</i>	<i>Semester workload</i>	<i>ECTS Credits</i>
	Lectures	13x3 hours = 39 hours	1.56
	Weekly study and preparation for the Final Exams	60 hours	2.4
	Final Exams	3 hours	0.12
	<b>Course total</b>	<b>102</b>	<b>4.08</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<u>Written final exam including:</u> - Open-ended questions - Multiple choice questions		

	<p>The language of evaluation is Greek. For Erasmus students in English.</p> <p>Students are informed about the course evaluation criteria in the introductory lecture. The evaluation criteria are explicitly defined and described in the E-Learn Platform.</p>
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## (5) ATTACHED BIBLIOGRAPHY

- Andersen, D. (2015) Stories of change in drug treatment: a narrative analysis of ‘whats’ and ‘hows’ in institutional storytelling. *Sociology of Health & Illness*. 37(5), 668–682.
- Aston, S. (2009). Identities under construction: Women hailed as addicts. *Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine*, 13(6), 611–628.
- Barlow, J., Di Hart, Powell, J. (2016). *Adult Drug and Alcohol Problems, Children's Needs: An Interdisciplinary Training Resource for Professionals-With Practice and Assessment Tools, Exercises and Pro Formas* (2nd ed.). London: Jessica Kingsley Publishers.
- Bepko, C. (Ed.) (1991). *Feminism and addiction*. New York: Hawthorn Press.
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- Heather, N. & Segal, G. (2017). *Addiction & choice. Rethinking the relationship*. Oxford: University Press.
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- Holden, C. (2001). Behavioral Addictions: Do They Exist? *Science*, 294(5544), 980-982.
- Pies, R. (2009). Should DSM-V designate “Internet addiction” a mental disorder? *Psychiatry*, 6(2), 31-37.
- Potenza, M.N. (2006). Should addictive disorders include non-substance-related conditions? *Addiction*, 101, Supplement 101, 142-151.
- Vaillant, G.E. (2005). Alcoholics Anonymous: Cult or cure? *Australian and New Zealand Journal of Psychiatry*, 39, 431-436.
- West, R. & Brown, J. (2013). *Theory of addiction*. Oxford: Wiley.
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