FACULTY OF SCIENCE

SCHOOL OF PSYCHOLOGY

PSYC1022

PSYCHOLOGY OF ADDICTION

SEMESTER 2, 2016

1. Information about the Course

FACULTY	Science
SCHOOL OR DEPARTMENT	Psychology
COURSE CODE	PSYC1022
COURSE NAME	Psychology of Addiction

SEMESTER	Semester 2	**YEAR**	2016
UNITS OF CREDIT	6	**LEVEL OF COURSE**	General/1

ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	None
SUMMARY OF THE COURSE	This course deals with transdisciplinary issues pertinent to the understanding and treatment of drug addiction. Topics include: historic origins of drugs; manufacture, global distribution and black market economics; epidemiology of population uptake; biomedical harms; neuropharmacological actions; effects on learning, motivation, cognition and behaviour; psychiatric comorbidity; individual differences in vulnerability; brain mechanisms of reward and impaired cognitive control; treatment by behavioural interventions and pharmacotherapy; prevention by education; prohibition by criminal justice; and the role of scientific evidence in government policy. The course will provide a broad basic understanding of drug use and the systems in place to counteract it. The course is taught entirely online using the e-learning Moodle site [https://student.unsw.edu.au/moodle]. The final exam will be conducted during the official exam period (date and location TBA) and will be held on campus (i.e. not on Moodle).

2. Staff Involved in the Course

COURSE COORDINATOR

Name	Phone	Email	Office	Contact Time & Availability
Helena Pacitti	Forum/Email contact only	h.pacitti@unsw.edu.au	TBA	Mon-Fri 9am-5pm (meeting/consult: Wed or Fri by appointment).

LECTURERS

Name	Phone	Email	Office	Contact Time & Availability
Dr. Lee Hogarth Dr. Marios Panayi	N/A	N/A	N/A	Questions regarding course content should be directed to Pacitti.

TUTORS & DEMONSTRATORS

Name	Phone	Email	Office	Contact Time & Availability
Nil	N/A	N/A	N/A	N/A

3. Course Timetable

Component	Class Number	Day	Time	Location
Lecture		Monday (online)	09:00 (release)	Online; Moodle

NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Moodle course site.

4.	**Aims of the Course**

This course deals with transdisciplinary issues pertinent to the understanding and treatment of drug addiction. Topics include: historic origins of drugs; manufacture, global distribution and black market economics; epidemiology of population uptake; biomedical harms; neuropharmacological actions; effects on learning, motivation, cognition and behaviour; psychiatric comorbidity; individual differences in vulnerability; brain mechanisms of reward and impaired cognitive control; treatment by behavioural interventions and pharmacotherapy; prevention by education; prohibition by criminal justice; and the role of scientific evidence in government policy. The course will provide a broad basic understanding of drug use and the systems in place to counteract it. The course is taught entirely online using the e-learning Moodle site [https://student.unsw.edu.au/moodle]. The final exam will be conducted during the official exam period (date and location TBA) and will be held on campus (i.e. not on Moodle).

5.	**Student Learning Outcomes**

By the end of this course you will be able to:

1.	A knowledge and understanding of addiction psychology with regard to:	1.1. Transdisciplinary domains of psychology and their major objectives in addiction research and theory. 1.2. Major focus on themes in physiological psychology and psychopharmacology relating to the behavioural vs. neural underpinnings of motivation. 1.3. The ability to explain psychological phenomena using concepts, language and major theories drawn from transdisciplinary domains of psychology.
2.	A knowledge of research methods in psychology, enabling you to:	2.1. Describe, apply and evaluate different research methods used in psychology. 2.2. Use basic web-search programs to locate and evaluate scholarly material relevant to the course content. 2.3. Interpret numerical data in relation to broader theoretical issues.
3.	Develop advanced critical thinking skills in Psychology, enabling you to	3.1. Question claims that arise from myth, stereotype, pseudo-science or untested assumptions. 3.2. Demonstrate an attitude of critical thinking that includes persistence, open- mindedness, and intellectual engagement. 3.3. Evaluate the quality of information, including differentiating empirical evidence from speculation. 3.4. Recognise and defend against the major fallacies of human thinking. 3.5. Evaluate issues using different theoretical and methodological approaches. 3.6. Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.
4.	Developed an advanced appreciation of values in Psychology, including the ability to:	4.1. Use information in an ethical manner. 4.2. Consider how prejudicial attitudes and discriminatory behaviours might exist in oneself and in others. 4.3. Exhibit a scientific attitude in critically thinking about, and learning about, behaviour, creative and pragmatic problem solving. 4.4. Promote evidence-based approaches to understanding and changing human behaviour.
5.	Developed effective communication skills in Psychology, including the ability to:	5.1. Write effectively in essay format for the purpose of informing and arguing.

6. Graduate Attributes		
Science Graduate Attributes[*]	**Level of Focus** 0 = No focus 1 = Minimal 2 = Minor 3 = Major	**Activities/Assessment**
1. Research, inquiry and analytical thinking abilities	3	Participation in online lectures, workshops and readings. These are designed to enhance students understanding of abnormal psychology, biological bases of behaviour, cognition, individual differences, learning, development, motivation and emotion, historical psychology, clinical service delivery, social policy, epidemiology. Understand science of psychology, evaluate research methods, critically analyse theoretical and empirical studies. Apply knowledge of the scientific method in thinking about problems related to addiction. Knowledge of course content will be assessed in the mid-semester quiz and final exam. The essay will assess understanding of relevant concepts and theories, and require students to research empirical literature and critically analyse the content.
2. Capability and motivation for intellectual development	2	The online delivery of course content requires students to be responsible for keeping up to date with lectures and assessments thereby showing commitment to their own learning experience. Course discussion forums provide students with the opportunity to discuss/question/evaluate concepts covered in the course. The essay requires critical evaluation of relevant literature in the field.
3. Ethical, social and professional understanding	1	There will be scope for discussion within lecture material of the ethical issues surrounding the study and treatment of addiction and mental disorders, with a focused consideration of individual, societal and familial contexts. Students will be asked to consider the stigma associated with addiction and mental disorders; and to consider solutions at an individual and societal level to overcoming such prejudice and inequality. Apply knowledge of psychology, society, clinical practice and government policy.
4. Communication	3	Participation in the online discussion forum and online course content. Student's ability to effectively communicate ideas will also be specifically assessed in an essay using American Psychological Association (APA) structure and formatting conventions.
5. Teamwork, collaborative and management skills	2	Demonstrate self-management by way of online completion of lecture content and assessments. Demonstrate teamwork and collaboration by participating in the online course forums to enhance the learning experience of themselves and fellow students.
6. Information literacy	3	Demonstrate effective use of information and information technology by accessing course content via

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[*] The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline-based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education (see Appendix II), and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

		Moodle and contributing to forums. The essay will require students to locate and critically evaluate relevant research literature.

7. Rationale for the Inclusion of Content and Teaching Approach

All teaching strategies are designed to educate students on the learning outcomes and graduate attributes outlined in the above sections (4, 5, and 6). The lecture material covered in this course provides a broad basic understanding of scientific perspectives on addiction and its treatment. It is both complementary and serves as a primer for biological, clinical and applied courses in psychology. The lectures will be presented as PowerPoint slides with accompanying audio to facilitate the encoding and understanding of the material. The research and writing skills workshop will provide you with an important introduction and development of your research skills both in finding relevant information using databases, but also in reading understanding and then clearly communicating these ideas in the essay. The readings are intended to expose students to published literature in the field that elaborate on course content. The essay will provide you with an opportunity to consolidate your learning of course material and to demonstrate independent research and analytical skills. The mid-semester quiz and final examination will provide you with an opportunity to test your understanding of course material.

8. Teaching Strategies

The course content is taught entirely online via the Moodle eLearning website. Lectures with a visual and audio component will be the main teaching method. The mid-session multiple choice exam will also be held online. The final exam will be a multiple choice questionnaire and will be completed on campus. The long answer format essay is to be submitted online via Turnitin.

9.	Course Schedule		

Week	Lecture Topic & Lecturer ***Note all lectures will be delivered online via Moodle***	Tutorial/Lab Content	Suggested Readings
1	1. Origins & manufacture (I) 2. Origins & manufacture (II)	2 online lectures (51 mins)	Nil
2	3. Manufacture, distribution, prevalence & black market 4. Population entry & exit from drug use (I) 5. Population entry & exit from drug use (II)	3 online lectures (74 mins)	Nil
3	6. Harms of drug use (I) 7. Harms of drug use (II) 8. Associative Learning (I) 9. Associative Learning (II)	4 online lectures (120 mins)	Nil
4	10. Neuropharmacological action (I) 11. Neuropharmacological action (II) 12. Neuropharmacological action (III)	3 online lectures (67 mins)	Nil
5	13. Withdrawal & Tolerance (I) 14. Withdrawal & Tolerance (II) Reading: Wise & Koob (2014)	2 online lectures (37 mins) & self-paced reading	Journal article
6	15. Positive reinforcement, craving & economic choice Workshops: Researching & writing skills	24 min online lecture & Self-paced workshop	Nil
7	16. Biological mechanisms of reward 17. Cognitive impairments & psychiatric comorbidity	2 online lectures (60 mins)	Nil
8	18. Brain mechanisms of impaired behavioural control (I) 19. Brain mechanisms of impaired behavioural control (II)	2 online lectures (50 mins)	Nil
9	20. Individual differences in vulnerability (I) 21. Individual differences in vulnerability (II) Reading: Ahmed (2012)	2 online lectures (35 mins) & Self-paced reading	Journal article
10	22. Behavioural interventions (I) 23. Behavioural interventions (II)	2 online lectures (70 mins)	Nil
11	24. Behavioural interventions (III) 25. Pharmacotherapy	2 online lectures (60 mins)	Nil
12	26. Prevention 27. Prohibition	2 online lectures (50 mins)	Nil
13	Revision		Nil

10. Assessment

Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
Mid-Session Exam (online)	20%	1-4	1-6	23/08/2016 9.00 a.m.	25/08/2016; 11.59 p.m.		Immediate	Moodle
Essay (submit via Turnitin)	40%	1-5	1-6	29/08/2016	10/10/2016; 5 p.m.	Pacitti	TBA	Moodle
Final Exam (on campus)	40%	1-4	1-6	Exam Period TBA				

1. Mid-session exam – 20%

On the Tuesday of Week 5 (23/08/2016; 9 a.m. Sydney time) a 20 question multiple-choice quiz (MCQ) will be made available online via Moodle for approximately three days (the exam will be available until Thursday 25/08/2016; 11.59 p.m. Sydney time). Students will be able to sit the examination once. The exam is worth 20% of the total course mark and completion of this exam is a requirement to pass this course. The quiz will last 17 mins allowing for 51s per question. The time limit on this MCQ means that the exam should not be attempted "open book" with reference material nearby, as there is not enough time to consult any reference material to answer these questions. The time limit will provide ample opportunity for students to read and answer all the questions. Details about the delivery of the online quiz will be made available to students via *Moodle*. Please ensure that you check Moodle and your student email often (i.e. daily or at least bi-weekly). The material assessed in this exam will cover all material presented in weeks 1, 2, 3, & 4 (i.e. topics 1-9). This mid-session exam will allow you to assess your progress in the course prior to the semester 1 cut-off date to drop the course without financial liability (Thursday, 31/08/2016) and without academic penalty (Thursday, 31/08/2016). This should allow students to make an informed decision about their progress in this course up to this point.

2. Essay – 40%

A written assignment in essay format will be required for submission in Week 11 (Monday 10/10/2016; 5 p.m.). You will be required to produce a researched written piece to be submitted online via Turnitin. The question and instructions for this assignment will be released on 29/08/2016. The essay will be worth 40% of the total course mark. The essay must be submitted in order to pass the course. Brief researching and writing skills workshops will be made available on Moodle to provide further help to students on how to approach this essay.

3. Final exam – 40%

There will be a 2-hour examination held on campus [i.e. NOT on Moodle] during the University examination period (time and location TBA). The examination will include 80 multiple choice questions covering lecture and reading material from Weeks 1-12. No student should organise travel during this period until the final examination schedule has been released and the date of the exam is known. The final exam will be worth 40% of the total course mark. Further details regarding the exact time and location of the exam will be released on myUNSW as they become available.

Note that all assessments are to be completed online via Moodle (except the final exam).

Although this course is delivered online, it is a university requirement that enrolled students be within the country whilst completing coursework and examinations.
**Please note: *all* assessable components of the course *must be attempted and submitted* to pass this course. Failure to complete/attempt any of these components will prevent you from passing this course

11. Expected Resources for Students	
TEXTBOOKS	Nil
COURSE MANUAL	Available at course website
REQUIRED READINGS	Will be released on Moodle on Monday at 9 am on designated weeks.
RECOMMENDED INTERNET SITES	You should be aware of policies regarding your behaviour at the university. Familiarize yourself with the following: Student Code of Conduct, https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf Policy concerning academic honesty, http://www.lc.unsw.edu.au/academic-integrity-plagiarism Email policy, https://student.unsw.edu.au/email-rules UNSW Anti-racism policy statement, https://student.unsw.edu.au/racism UNSW Equity and Diversity policy statement, https://www.gs.unsw.edu.au/policy/documents/equitystatement.pdf UNSW Equal opportunity in education policy statement, https://www.gs.unsw.edu.au/policy/documents/equaleducationpolicy.pdf

12. Course Evaluation & Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

13. Plagiarism & Academic Integrity

What is plagiarism?

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Where can I find out more information?

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:

- **How can the Learning Centre help me?**

   The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: http://www.lc.unsw.edu.au/academic-integrity-plagiarism. They also hold workshops and can help students one-on-one.

- **How can Elise help me?**

  ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge: http://subjectguides.library.unsw.edu.au/elise.

- **What is Turnitin?**

  Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: https://teaching.unsw.edu.au/elearning.

What if plagiarism is found in my work?

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

Examples of plagiarism

Using the internet appropriately

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

Working together on a math assignment

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this lead to some student failing the assessment.

No referencing in an assessment

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

Copying design work

A final year design student used images of someone else's designs in her work and he said the designs were his own. The matter was formally investigated by his Faculty and he was found to have committed academic misconduct and failed the course.

Further information and assistance

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

UNSW Learning Centre

Lower Ground Floor, North Wing, Chancellery Building

(C22 Kensington Campus – near Student Central)

http://www.lc.unsw.edu.au/

Phone: 9385 2060

Email: learningcentre@unsw.edu.au

Opening Hours:
Monday to Thursday: 9am - 5pm and
Friday: 9am - 2.30pm
COFA Campus Learning Centre
Email: cofalearningcentre@unsw.edu.au
Phone: 9385 0739

14. Administrative Matters

The *School of Psychology Student Guide*, available on http://www.psy.unsw.edu.au/current-students/student-guide, contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements;
- Assignment submissions and returns;
- Assessments;
- Special consideration in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit; and
- Occupational Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*.