



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Science

Faculty of Science
School of Psychology

GENS9004 / PSYC1022 Psychology of Addiction

Semester 2, 2014

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| 1. Information about the Course | | | |
|--|--|------------------------|-------------|
| FACULTY | Science | | |
| SCHOOL OR DEPARTMENT | Psychology | | |
| COURSE CODE | GENS9004 | | |
| COURSE NAME | Psychology of Addiction | | |
| SEMESTER | Semester 2 | YEAR | 2014 |
| UNITS OF CREDIT | 6 | LEVEL OF COURSE | General / 1 |
| ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES | None | | |
| SUMMARY OF THE COURSE | <p>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 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].</p> | | |

| 2. Staff Contact Details | | | | |
|-----------------------------------|--------------|--|---------------|---|
| COURSE COORDINATOR | | | | |
| Name | Phone | Email | Office | Contact Time & Availability |
| Marios Panayi | 93856063 | m.panayi@unsw.edu.au | Mat 436 | Mon-Fri (Email to arrange meeting) Preferred contact via email |
| LECTURERS | | | | |
| Name | Phone | Email | Office | Contact Time & Availability |
| Dr. Lee Hogarth Marios Panayi | N/A | N/A | N/A | All questions regarding the course content should be directed to Marios Panayi. |
| TUTORS & DEMONSTRATORS | | | | |
| Name | Phone | Email | Office | Contact Time & Availability |

| 3. Course Timetable | | | | |
|--|--------------|-------------------------|------------|----------|
| Component | Class Number | Day | Time | Location |
| Lecture 1, 2 | 1 | Available week starting | 28/07/2014 | Web |
| Lecture 3, 4 | 2 | Available week starting | 4/08/2014 | Web |
| Lecture 5, 6 | 3 | Available week starting | 11/08/2014 | Web |
| Lecture 7, 8 | 4 | Available week starting | 18/08/2014 | Web |
| Research and Writing Skills | 5 | Available week starting | 25/08/2014 | Web |
| Lecture 9, 10 | 6 | Available week starting | 1/09/2014 | Web |
| Lecture 11, 12 | 7 | Available week starting | 8/09/2014 | Web |
| Lecture 13, 14 | 8 | Available week starting | 15/09/2014 | Web |
| Lecture 15, 16 | 9 | Available week starting | 22/09/2014 | Web |
| Lecture 17, 18 | 10 | Available week starting | 6/10/2014 | Web |
| Lecture 19, 20 | 11 | Available week starting | 13/10/2014 | Web |
| Revision/essay due | | Available week starting | 20/10/2014 | |
| <p><i>NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Blackboard course site.</i></p> | | | | |

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 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>].

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. Developed 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. Core knowledge and understanding | 3 | Acquire knowledge of abnormal psychology, biological bases of behaviour, cognition, individual differences, learning, lifespan development, motivation and emotion, historical psychology, clinical service delivery, social policy, epidemiology. |
| 2. Research methods in psychology | 2 | Understand science of psychology, apply and evaluate different research methods, critically analyse theoretical and empirical studies |
| 3. Critical thinking skills | 3 | Apply knowledge of the scientific method in thinking about problems related to addiction. |
| 4. Values, research and professional ethics | 0 | |
| 5. Teamwork, collaborative and management skills | 0 | |
| 6. Communication skills | 2 | Write a standard research report using American Psychological Association (APA) structure and formatting conventions. |
| 7. Learning and the application of psychology | 3 | Apply knowledge of psychology, society, clinical practice and government policy. |

7. Rationale for the Inclusion of Content and Teaching Approach

This course provides a broad 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.

8. Teaching Strategies

The course is taught entirely online using the e-learning Moodle site [<https://student.unsw.edu.au/moodle>].

* 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).

| 9. Course Schedule | | | |
|---------------------------|--|-----------------------------|---------------------------|
| Week | Lecture Topic & Lecturer (Lee Hogarth) <u>***Note all lectures will be delivered online via Moodle***</u> | Tutorial/Lab Content | Suggested Readings |
| 1 | Origins of drugs | 2 web lectures | |
| 2 | Manufacture and epidemiology | 2 web lectures | |
| 3 | Harms and associative learning | 2 web lectures | |
| 4 | Neuropharmacology I and II | 2 web lectures | |
| 5 | Researching and writing skills workshops | web lectures | |
| 6 | Neuropharmacology III, withdrawal and tolerance | 2 web lectures | |
| 7 | Reward learning and brain mechanisms of reward | 2 web lectures | |
| 8 | Cognitive impairments, comorbidity and brain mechanism of control | 2 web lectures | |
| 9 | Individual differences and behavioural therapy | 2 web lectures | |
| 10 | Pharmacotherapy and prevention | 2 web lectures | |
| 11 | Drug prohibition and government policy | 2 web lectures | |
| 12 | Essay/revision | | |

| 10. Assessment | | | | | | |
|--|--------|----------------------|----------------------|----------|------------|---------------|
| Assessment Task | Weight | Date of | | Feedback | | |
| | | Release | Submission | Who | When | How |
| A self-assessed (non-assessed) 20 question multiple choice questionnaire (MCQ) test. | 0% | 18/08/2014 | - | | Immediate | <u>Moodle</u> |
| Research skills | 4% | 25/08/2014 | 3/09/2014 | | Immediate | <u>Moodle</u> |
| Research article multiple choice questions 1 | 5% | 22/09/2014 9 a.m. | 22/09/2014 7 p.m. | | Immediate | <u>Moodle</u> |
| Research article multiple choice questions 2 | 5% | 10/10/2014 9 a.m. | 10/10/2014 7p.m. | | Immediate | <u>Moodle</u> |
| Forum participation | 6% | | 31/10/2014 | Panayi | 21/11/2014 | <u>Moodle</u> |
| 1000 word essay submitted to Turnitin | 40% | 1/09/2014 | 20/10/2014 | Panayi | 21/11/2014 | <u>Moodle</u> |
| Final Exam – 80 MCQ exam | 40% | Exam Period TBA | | | | |

The course will cover topics listed in the summary above. In each week of the semester, two new lectures will become available for viewing in Moodle, to which students must attend. In addition to this, students are required to discuss the course material on the Moodle forums.

The following components will assess students' understanding of the course material:

- 1) **A self-assessed (non-assessed) 20 question multiple choice questionnaire (MCQ) test** be made available on Moodle on 18/08/2014. This will contain 20 multiple choice questions covering lecture content from weeks 1, 2, 3 & 4, the test will be 15 minutes long (45 seconds per question). This test will allow students to gauge their understanding of the course material prior to the census date to drop the course without financial penalty (31/08/2014) and the census date to drop the course without academic penalty (14/09/2014). Please check <https://student.unsw.edu.au/calendar> for further details.
- 2) **The research and writing skills workshop lectures**, provided in week 5, will teach students how to search for journal articles. To practice this skill further students are required to find full-text pdf versions of two research articles and submit them to Moodle. Correct submission of each article will be worth 2% of the course mark (two articles mean that the total for this assessment is 4% of the course mark). The name of the articles will be released in week 5 (25/08/2014) with the research and writing workshop and the deadline for submission will be Wednesday (3/09/2014) at 5 p.m. Late submission of these articles will result in a mark of 0 for this component.
 - a. Note: the two articles will be posted to Moodle on Friday of week 6 (5/09/2014) as they will be the focus of further assessments.
- 3) **Research article multiple choice questions 1:** Reading and understanding of article #1 from the research skills assessment will be assessed in a multiple choice question exam administered on Moodle. The exam will consist of 10 multiple choice questions directly relating to the content of the article. There will be 30 minutes to complete the assessment. The assessment will be made available on (22/09/2014) from 9 a.m. to 7 p.m. This will be worth 5% of the total course mark i.e. 0.5% per question (equally weighted) .Failure to attempt the questions in the allotted time will result in a mark of 0 for this component.
- 4) **Research article multiple choice questions 2:** Reading and understanding of article #2 from the research skills assessment will be assessed in a multiple choice question exam administered on Moodle. The exam will consist of 10 multiple choice questions directly relating to the content of the article. There will be 30 minutes to complete the assessment. The assessment will be made available on (10/10/2014) from 9 a.m. to 7 p.m. This will be worth 5% of the total course mark i.e. 0.5% per question (equally weighted) .Failure to attempt the questions in the allotted time will result in a mark of 0 for this component.

*Continues on next page

- 5) **Forum participation:** students will be assigned to a discussion group at the start of the course (any students enrolling late in the course should contact the course coordinator immediately to be placed into a discussion group; email: m.panayi@unsw.edu.au). Each week a discussion topic will be posted to the forum and students are expected to discuss these questions in light of the lecture material that has been released up until that point. To assess forum participation students are required to submit 3 of their 'best' forum posts to be assessed at the end of the course. Each of the 3 forum posts need to be from posts in separate weeks relating to separate discussion questions. The forum posts must have been posted within the week that the forum question was posted i.e. a post to a question from week 5 cannot be submitted if the post was made in week 6. The week will be considered from Monday to Sunday, so forum posts on the weekend are viable. Note that this means that students must be engaging with the material and posting responses each week, leaving all your posts to the last week will not be accepted. Each post will be assessed and will be worth 2% of the course mark for a maximum of 6%. Quality of posts will be judged on the clarity and strength of the arguments presented. A good quality post can involve raising an important question, or it can be answering someone else's question, clarifying a concept or any combination of these. Submission is due on Friday of week 13 (31/10/2014).
- 6) **The 1000 word essay** question will be made available on Monday (1/09/2014) and will be worth 40% of the total course mark. The essay is due on Monday of Week 12 (20/10/2014) by 5 p.m. and must be submitted to the Turnitin link provided on the Moodle course webpage. A brief researching and writing skills workshop will be made available on Moodle during week 5 to provide further help to students on how to approach this essay.
- 7) **The Final Exam** will contain 80 MCQ taken from *all the topics* in the course and will be worth 40% of the total course mark. The exam will be conducted during the official exam period for the semester (time and location TBA), and will be done on campus [i.e. **NOT on Moodle**]. Further details regarding the exact time and location of the exam will be released as they become available.

Note that all assessments are to be done online on the Moodle website (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 that 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 | No set text |
| COURSE MANUAL | Available via course website |
| REQUIRED READINGS | Available via course website |
| RECOMMENDED INTERNET SITES | Moodle |

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: www.lc.unsw.edu.au/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: <http://telt.unsw.edu.au/turnitin>.

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

www.unsw.edu.au/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 led 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)

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/sites/all/files/page_file_attachment/Psychology%20Student%20Guide%202014_0.pdf 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*.