



Syllabus Course Program



PSYCHOLOGY OF ADDICTIVE BEHAVIOR

Specialty

011 Educational, pedagogical sciences

Institute

Educational and Scientific Institute of Social and Humanitarian Technologies

Educational program

Pedagogy of high school

Department

Pedagogy and Psychology and Social System Control named after I. A. Ziaziun (301)

Level of education

Master's level

Course type

Professional training.

Semester

7

Language of instruction

English

Lecturers and course developers



Victoria Valerievna Shapolova

Viktoria.Shapolova@khpi.edu.ua

Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Pedagogy and Psychology of Social Systems Management named after Academician I.A. Zyazyun, NTU "KhPI"

Teaching experience - 10 years. Author of more than 50 scientific and educational works. Author of trainings on leadership issues, personal development in various aspects and team building. Leading lecturer in the disciplines: "Game Methods in Psychological Practice", "Psychology of Addictive Behavior", "Social and Psychological Training", "Social Psychology", "Team Building Psychology", "Leadership in the Management of Social Systems", etc.

[More about the lecturer on the department's website](#)

General information

Summary

The course is aimed at mastering the theoretical foundations of the main types of chemical and non-chemical addictions. The course analyzes the causes and prerequisites for the formation of addictive behaviors, examines the clinical manifestations of addictions, areas of social and psychological prevention, methods of diagnosis and correction of addictive behavior. Emphasis is placed on the practical development of skills in dealing with various types of addictive behavior.



Course objectives and goals

students' knowledge of the etiology, pathogenesis, clinical manifestations of chemical and non-chemical addictions, mastering the methods of early diagnosis and prevention of addictive behavior to ensure the professional competence of future psychologists and diversify their professional skills.

Format of classes

Lectures, practical classes, consultations, self-study. Final control in the form of a differential test.

Competencies

General competences:

GC 1. Ability to abstract thinking, analysis and synthesis.

GC 2. Ability to search, process and analyze information from various sources. GC 7. Ability to generate new ideas (creativity).

GC 8. The ability to act socially responsibly and consciously.

GC 13. Students acquire skills in applying knowledge of the biological basis of behavior for objective analysis of mental phenomena in humans in psychological practice.

GC 14. Use comparative analysis of physical (biological), social, cultural, psychological characteristics of an individual, personality.

GC 15. Ability to analyze the peculiarities of the development of mental processes in the process of human interaction with the environment.

Competencies of specialization:

SC1. Ability to operate with the categorical and conceptual apparatus of psychology.

CS 2. The ability to apply and develop new approaches to solving problems of a research and/or innovative nature in the field of education and pedagogy.

SC3. Ability to understand the nature of behavior, activities and actions.

SC4. Ability to independently collect and critically process, analyze and summarize psychological information from various sources.

SC7. Ability to analyze and systematize the results obtained, formulate reasoned conclusions and recommendations.

SC8. Ability to organize and provide psychological assistance (individual and group).

CS 9. Ability to use modern information and communication and digital technologies in educational and research activities.

SC10. Ability to comply with professional ethics.

SC11. Ability to personal and professional self-improvement, learning and self-development.

SC12. Know and understand the subject area and understand the future profession.

SC16. Ability to identify human psychological characteristics and sources of their origin at the individual, personal and individual level.

Learning outcomes

LO 1. To know at the level of the latest achievements the concept of development of education and pedagogy, the methodology of using project management technology.

LO 10. Formulate an opinion logically, clearly, discuss, defend one's own position, modify statements in accordance with the cultural characteristics of the interlocutor.

PLO 11. Draw up and implement a plan for the consultation process, taking into account the specifics of the request and individual characteristics of the client, and ensure the effectiveness of their own actions.

HR 12. To develop and implement a program of psycho-preventive and educational activities, psychological assistance measures in the form of lectures, discussions, round tables, games, trainings, etc. in accordance with the customer's requirements.

OB 13. Interact, communicate, be understood, and tolerate people with different cultural, gender, and age differences.

PO 16. To know, understand and adhere to the ethical principles of professional activity of a psychologist.

PO 18. Take effective measures to preserve health (own and others) and, if necessary, determine the content of the request for supervision.

PO 22. Analyze the biological and physiological basis of human mental activity.

PO 26. Draw conclusions about the psychological origins and consequences of the impact of mental

processes, states and qualities on a person.

ELO 27. Draw conclusions and describe the peculiarities of mental processes of a person.

Student workload

The total volume of the course is 120 hours (5 ECTS credits): lectures - 32 hours, workshops - 32 hours, self-study - 56 hours.

Course prerequisites

To successfully pass the course, you need to have knowledge and practical skills in the following disciplines: «Age Psychology», «Psychophysiology», «Family Psychology», «Personality Psychology», «Social Psychology», «General Psychology», «Fundamentals of Psychological Counseling», «Fundamentals of Psychological Therapy».

Features of the course, teaching and learning methods, and technologies

Lectures are conducted interactively using multimedia technologies. Practical classes use a project approach to learning, game methods, and focus on the application of innovative pedagogical information technologies in educational monitoring. Active learning methods that are used: discussion, brainstorming, problem-based methods, the method of specific practical situations, business and role-playing games. Study materials are available to students through OneDrive of NTU KhPI.

Program of the course

Topics of the lectures - ALL TEXT - all topics from 1 to 14

Topic 1: Addictology as a branch of scientific knowledge.

Psychology of addictive behavior as an interdisciplinary field of scientific knowledge. Groups of types of addictive behavior. Conceptual models of the origin of addictive behavior. The concept of behavioral norm and behavioral pathology.

Topic 2. Addictive behavior as a form of deviant behavior.

Interaction of an individual with reality. Types of deviant behavior. Delinquent type of deviant behavior. Pathological type of deviant behavior. Psychopathological type of deviant behavior. The type of deviant behavior based on hyperabilities. Addictive type of deviant behavior.

Topic 3. Risk factors for the development of addictive behavior.

Social factors in the origin of addictive behavior. Biological factors of addictive behavior. Psychological factors of addictive behavior.

Topic 4. Age-related aspects of addiction: adolescence.

Personality traits of adolescents prone to addictive behavior. Behavioral reactions of adolescents.

Topic 5. Mechanisms of chemical dependence formation.

General characteristics and classification of chemical dependence. Stages of chemical dependence formation. The main neurophysiological mechanisms of substance dependence. Biological predisposition to alcoholism and drug addiction.

Topic 6: Alcohol addiction and its impact on people's lives.

The main signs of alcoholism. Theoretical models of alcoholism. Motivation for drinking alcohol. Forms of alcohol consumption. Boundaries and stages of alcoholism as a drug addiction.

Topic 7. Substance abuse in the modern world.

General understanding of substance abuse. Causes and motives for inhalant use. Signs of intoxication with various substances. Consequences of substance abuse.

Topic 8: Drug addiction as a social and psychological phenomenon.

General concept of drug addiction. Formation of psychophysiological dependence on drugs. Classification of narcotic substances. The impact of drugs on physical and mental health.

Topic 9: Prevention and treatment of chemical dependence in the modern world.

Types of chemical dependency prevention. Chemical dependency prevention programs. The main directions of prevention. Models and methods of prevention. Traditional models and methods of chemical dependency treatment.

Topic 10. Food addiction.

General characteristics and types of non-chemical addictions. Food addictions (overeating, starvation). Eating disorders (anorexia nervosa, bulimia nervosa)

Topic 11: Technological addictions.

Internet addiction. Computer addiction. Dependence on cell phones. Television addiction.

Topic 12: Pathological gambling addiction.]

Factors that contribute to the development of gambling addiction. Signs characteristic of gamblers. Stages and cycles of gambling addiction.

Topic 13. Socially acceptable forms of non-chemical addictions: sports and sex.

General characteristics and signs of socially acceptable forms of addiction. Workaholism. Sports addiction.

Topic 14. Socially acceptable forms of non-chemical addictions: relationships, religion, and shopping.

Religious addiction. Addiction to relationships. Shopping addiction.

Independent work

The course includes individual assignments and a paper assignment.

Topics of individual assignments.

1. Development of a program for the prevention of chemical/non-chemical addiction for addicts of different age groups in the following areas:

- development of an informational program to prevent the use of chemicals.
- Development of a prevention program. Develop a prevention program to prevent chemical dependence for primary school children.
- development of a prevention program to prevent chemical dependence for adolescents.
- development of a preventive program for the prevention of chemical dependence for adolescents.
- development of a prevention program for mature people.

2. Prepare recommendations for parents/teachers/caregivers of a child who is addicted to the Internet.

3. Prepare recommendations for family members who have an Internet addict.

4. Develop a training program to actualize internal resources for adolescent students

5. Develop a training program on actualization of internal resources for mature people

6. Select a corrective exercises for learning adaptive ways of life for people of different age ranges.

Make a report with a presentation on one of the proposed topics:

- 1) Age and gender aspects of addictive behavior.
- 2) Deviant behavior in different psychological approaches.
- 3) The essence and main types of deviant behavior.
- 4) Delinquent behavior: social, biological and psychological preconditions and means of prevention.
- 5) Deprivation as a cause of deviant behavior in adolescents.
- 6) Personality traits of adolescents with addictive behavior.
- 7) Personality and age characteristics of addictive adolescents.
- 8) Study of the influence of character accentuation on deviant behavior of adolescents.
- 9) Self-destructive behavior of adolescents.
- 10) Pathological gambling addiction.
- 11) Peculiarities of life attitudes of students with addictive behavior.
- 12) Character accentuation as one of the prerequisites for the formation of addictive behavior in adolescents.
- 13) The problem of social norms in the psychology of deviant behavior.
- 14) Family dysfunction as a factor of addictive behavior.
- 15) Influence of the type of character accentuation on the formation of adolescent addictive behavior.
- 16) Alcoholization and alcoholism among adolescents and young people.
- 17) Psychological and pedagogical conditions for the prevention of addictive behavior.
- 18) Methadone programs: essence and ways of implementation.
- 19) Norms and traditions in the use of addictive substances.
- 20) Social and psychological determinants of addictive behavior.
- 21) Educational programs and the influence of the media on the state of addiction in society.
- 22) Internet as a medium for social activities of young people.
- 23) Problems of value orientations in adolescence.
- 24) Educational programs and the impact of the media on the state of addiction in society.
- 25) Mechanism of spread and stages of chemical dependence development.
- 26) Addictive behavior of young people and its prevention.

- 27) The influence of family upbringing style on the formation of adolescent addictive behavior.
- 28) Destructive behavior and its forms.
- 29) Features of deviant behavior of adolescents.
- 30) Marginality, marginal personality type and phenomenology of marginal behavior.
- 31) The theory of social anomie by E. Durkheim.
- 32) Addictive behavior: social, biological and psychological preconditions and means of prevention.
- 33) "Narcotic personality": concept, signs, prospects for development.
- 34) The content of psychological assistance to a person prone to addiction.
- 35) General characteristics of the methods of psychological diagnosis of addicted personality.
- 36) Prohibitory and liberal approaches to addiction prevention.
- 37) Advantages and disadvantages of the main models of addiction prevention.

Course materials and recommended reading

Basic literature

1. Group Psychotherapy with Addicted Populations An Integration of Twelve-Step and Psychodynamic Theory, Third Edition By Philip J. Flores Copyright 2007
2. The Family and Individual Development by D. W. Winnicott, Martha Nussbaum
3. Psychology of Addictive Behaviors. This journal is a publication of [APA Division 50 \(Society of Addiction Psychology\)](#).
4. MICHAEL BLOOR Addictions and Problem Drug Use: Issues in Behaviour, Policy and Practice (Research Highlights in Social Work).
5. Introduction to Addictive Behaviors Fifth Edition by Dennis L. Thombs, Cynthia J. Osborn

Supplementary literature

1. Designing for Behavior Change: Applying Psychology and Behavioral Economics 1st Edition .
2. The Addiction Recovery Skills Workbook: Changing Addictive Behaviors Using CBT, Mindfulness, and Motivational Interviewing Techniques (New Harbinger Self-help Workbooks) Paperback – December 1, 2015. by Suzette Glasner-Edwards PhD (Author), Richard A Rawson PhD.
3. Handbook of Addictive Disorders: A Practical Guide to Diagnosis and Treatment Robert Holman Coombs.

2.

Assessment and grading

Criteria for assessing student performance, and the final score structure

100% of the final grade consists of assessment results in the form of an exam (40%) and ongoing assessment (60%).

Exam: written assignment (3 questions on theory) and oral presentation.

Current assessment: 1 online module test and individual assignment (20% each).

A rating system is also provided.

Grading scale

<u>Total points</u>	National	ECTS
90-100	Excellent	A
82-89	Good	B
75-81	Good	C
64-74	Satisfactory	D
60-63	Satisfactory	E
35-59	Unsatisfactory (requires additional learning)	FX
1-34	Unsatisfactory (requires repetition of the course)	F

Norms of academic integrity and course policy

The student must adhere to the Code of Ethics of Academic Relations and Integrity of NTU "KhPI": to demonstrate discipline, good manners, kindness, honesty, and responsibility. Conflict situations should be openly discussed in academic groups with a lecturer, and if it is impossible to resolve the conflict, they should be brought to the attention of the Institute's management.

Regulatory and legal documents related to the implementation of the principles of academic integrity at NTU "KhPI" are available on the website: <http://blogs.kpi.kharkov.ua/v2/nv/akademichna-dobrochesnist/>

Approval

Approved by

Date, signature

Head of the department
Oleksandr ROMANOVSKY

Date, signature

Guarantor of the educational program
Tetyana SOLODOVNIK

