Course Outline

PSYC1022

Psychology of Addiction

School of Psychology

Faculty of Science

T3, 2022

Last updated: 5th September, 2022

1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor & Lecturer	Dr. Helena Pacitti	h.pacitti@unsw.edu.au	**Walk & Chat:** Tues 11-12, Weeks 2-10. Meet at elevator lobby on level 2 Mathews building. **F2F consult:** Tues 2-3, Weeks 2-10. Mathews 915. **Virtual:** via Teams by prior appointment.	Forum/ Email

2. Course information

Units of credit: 6

Pre-requisite(s): None

Teaching times and locations: Online via Moodle (see: PSYC1022 Timetable).

2.1 Course summary

Have you ever wondered why some people become addicted to drugs or alcohol while others don't? Is addiction nature or nurture? Has the War on Drugs been effective at reducing illicit drug use? Is substance use a modern cultural phenomenon? Will using drugs *really* fry your brain? These questions and more will be explored in The Psychology of Addiction. PSYC1022 is a first-year introductory course with no prior knowledge of Psychology required. The course content is accessible to both science students and those in non-science programs. PSYC1022 provides foundational understanding of biopsychosocial issues relevant to licit and illicit drug use, the development and maintenance of addiction, and the treatments and systems in place to counteract the impact of substance use. The content begins with exploring sociocultural perspectives and historic origins of drugs. We then address psychological and biomedical harms, neuropharmacology, and the effects that drugs of abuse have on learning, motivation, cognition and behaviour. We conclude the course by covering behavioural and pharmacological interventions, preventative education programs and prohibition, and the role of scientific evidence in government policy.

Learning activities and assessments are fully online with no face-to-face attendance required. Activities are designed to facilitate active and collaborative learning in small groups to enhance your learning experience and foster a supportive online community. Emphasis is placed on students developing Self-Regulated Learning strategies, which are particularly beneficial to those who are transitioning into university. PSYC1022 is delivered to a diverse university-wide cohort, giving students the opportunity to meet students outside their own discipline who share similar intellectual interests, whilst benefiting from diverse perspectives and approaches to studying and learning.

2.2 Course aims

This course aims to be an introduction to biopsychosocial factors involved in the development, maintenance and treatment of addiction. Students will learn foundational concepts and theoretical perspectives, research methodologies and empirical findings, and historical trends in drug

use. Students will also learn self-regulated learning and scientific writing skills providing them with a strong foundation of academic skills they can employ in their future studies.

2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Identify major transdisciplinary concepts, theories, research findings, and trends in the field of drug addiction.

2. Differentiate empirical research methods used in the field of drug addiction.

3. Apply self-regulated learning strategies to study course content for the purpose of developing effective learning and academic skills.

4. Demonstrate effective scientific writing skills for the purpose of informing and arguing.

5. Integrate transdisciplinary evidence in order to understand how drug addiction develops and is maintained.

2.4 Relationship between course and program learning outcomes and assessments

CLO	Program Learning Outcomes						Assessment
	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	
1	Lectures, forums, study group, quizzes, online activities, readings.	Lectures, forums, study group, quizzes, online activities, readings.					Formative quizzes, SRL activities, essay, final exam
2	Lectures, forums, study group, quizzes, online activities, readings.	Lectures, forums, study group, quizzes, online activities, readings.					Formative quizzes, SRL activities, essay, final exam
3	Study group, lectures, online activities	Study group, lectures, online activities			Study group, lectures, online activities	Study group, lectures, online activities	SRL activities, essay preps
4					Online lessons, Essay prep 1 & 2, forums, study group		SRL activities, essay
5	Lectures, forums, study group, quizzes, online activities, readings.	Lectures, forums, study group, quizzes, online activities, readings.	Lectures, forums, study group, quizzes, online activities, readings.			Lectures, forums, study group, quizzes, online activities, readings.	Formative quizzes, SRL activities, essay, final exam

3. Strategies and approaches to learning

3.1 Learning and teaching activities

Lectures: the lecture content of this course is presented entirely online via the Moodle eLearning website. The format of the lectures involves PowerPoint slides with accompanying audio. In addition, PDF slides of the lectures are made available for the purpose of note-taking. Students should both read through the lectures and write separate notes to maximise their understanding and retention of the material. The lectures will be made available at the start of each week and will be left online for the duration of the course. This will allow students to go through the lectures at their own pace. While it will not be monitored directly, all students must listen to the lectures in the week in which they are set. The content of this course is extensive and at times complex; students who do not stay up to date with course material each week will likely find it difficult to prepare for assessments due to the cumulative nature of the content.

Forums: There are two types of Moodle forums, the *Discussion Forum* and *Study Group Forums (5 of) for SRL activities*. Discussion on the forums encourages peer learning, active engagement with course content, provides a gauge of one's level of understanding, and assists in the development of a collaborative and supportive learning environment. The *Discussion Forum* provides students with a space to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with the Discussion Forum by posting questions or comments, and reading, answering, or replying to other student's posts to enhance understanding of the content, critical thinking, and written communication skills. In order to encourage student interaction, the course coordinator won't always respond immediately to discussion forum posts. The *Study Group Forum* is a space for students to engage in collaborative/peer learning on the SRL activities in small groups. In this space, students connect with other students in the course and are required to complete the SRL assessment activities to engage in collaborative content revision. Use of the forums will help students to develop effective communication skills for conveying complex information and evaluating multiple perspectives.

Study Groups: Regular engagement with fellow students in small study groups facilitates collaborative/peer learning. This course does not have a tutorial or practical component where collaborative learning typically takes place in the classroom. So, at the beginning of term, students will be allocated to a small study group with associated forums (5 of) in Moodle. Collaboration with the study group is required in order to complete the SRL activities assessment.

Lessons: Researching, APA style, and Scientific Writing Skills online lessons will help students understand the important features of scientific writing and will show students how to conduct research by finding journal articles. These lessons are designed to help students develop effective researching, APA referencing, and writing skills required for the essay.

Smart Thinking: This course utilises the Smart Thinking writing support resources offered by UNSW. More information on this resource can be found here. Submission of a written essay draft, or bullet point essay plan, to the Smart Thinking platform is worth 2.5% of the overall mark in the course. This will allow students to incorporate Smart Thinking feedback in their final submission and improve their writing skills.

Formative topic quizzes: provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the topic quizzes will assist students in gaining a proper understanding of each topic so that this knowledge can be built on in future content. The topic quizzes can be used by students to gauge their understanding of the course content prior to the census date.

Optional Activities: Each week optional activities are provided in Moodle. These activities are not assessable but are provided as recommended secondary resources to scaffold content covered in the lectures. These optional activities may be videos, readings, and/or podcasts that are relevant to the course topics or resources to foster self-regulated learning skills.

Moodle Chat/Consultation via MS Teams: The Course Coordinator is available for consultation on campus Tuesdays 2-3 pm in Weeks 2-10. Students, individually or as a group, can also request an online consultation with the Course Coordinator via MS Teams. All consultations must be pre-arranged, an agenda or meeting topic must be provided with a minimum of 48 hours prior notice. Consultations can be used to clarify or discuss course concepts, receive detailed feedback on assessments, or cover matters of a personal nature. The Course Coordinator also holds an informal weekly walk and chat session (see: page 2 for time and place).

3.2 Expectations of students

All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date. All students must read the Course Outline.

Although this is an online course, it is expected that students dedicate the same amount of time each week to studying for this course as they would for an 'on-campus' course.

Given that the course content and assessments are delivered online, it is the responsibility of the student to ensure that they have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content.

The Moodle discussion forum should be the first line of contact with the Course Coordinator (meeting requests, personal or Equitable Learning Support matters can be sent by email in the first instance). Due to the online nature of the course, under no circumstances are specific quiz questions/answers to be discussed online or via email, such matters can only be discussed during consultation meetings with the Course Coordinator.

Students registered with Equitable Learning Services must contact the course coordinator immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide.

4. Course schedule and structure

This typically consists of 2 hours of online lecture material and 1-2 hours of online activities. Each week students are expected to take an additional 5-7 hours of study to engage in self-determined study to complete assessments, readings, optional activities, and exam preparation/revision.

Week	Lecture topic/s	Online activities	Self-determined activities
Week 1 12/09/2022	Topic 1: Origins of Drugs (3 lectures) Topic 2: Manufacture, distribution, prevalence and black market (1 lecture) Topic 3: Population entry and exit from drug taking (2 lectures)	Topic 1 quiz Topic 2 quiz Topic 3 quiz Researching skills online lesson	Optional activities as indicated in Moodle
Week 2 19/09/2022	Topic 4: Harms of Drug Use (2 lectures) Topic 5: Associative Learning (2 lectures)	Topic 4 quiz Topic 5 quiz Intro to APA style online lesson **Study group: complete SRL 1 (deadline: Sunday 5:00 pm)**	Optional activities as indicated in Moodle Exam prep/revision
Week 3 26/09/2022	Topic 6: Neuropharmacology (3 lectures) Topic 7: Withdrawal & Tolerance (2 lectures)	Topic 6 quiz Topic 7 quiz Writing skills online lessons **Submit: essay prep. 1 (deadline Sunday 5:00 pm)** Study group	Optional activities as indicated in Moodle Exam prep/revision
Week 4 03/10/2022	Topic 8: Positive reinforcement, craving and economic choice (1 lecture) Topic 9: Biological mechanisms of reward (1 lecture)	Topic 8 quiz Topic 9 quiz **Study group: complete SRL 2 (deadline Sunday 5:00 pm)**	Reading: Wise & Koob (2014) Essay Optional activities as indicated in Moodle Exam prep/revision
Week 5 10/10/2022	Topic 10: Cognitive Impairments and comorbidity (1 lecture) Topic 11: Brain mechanisms of impaired behavioural control (1 lecture)	Topic 10 quiz Topic 11 quiz **Study group: complete SRL 3 (deadline Sunday 5:00 pm)**	Reading: Ahmed (2012) Essay Optional activities as indicated in Moodle Exam prep/revision

Week 6 17/10/2022	FLEXI WEEK	FLEXI WEEK	Essay Optional activities as indicated in Moodle Exam prep/revision
Week 7 24/10/2022	Topic 12: Individual differences in vulnerability (1 lecture)	Topic 12 quiz Study group	Essay Optional activities as indicated in Moodle Exam prep/revision
Week 8 31/10/2022	Topic 13: Behavioural Interventions (2 lectures)	Topic 13 quiz Study group **Submit: essay prep. 2 (deadline Sunday 5:00 pm)**	Essay Optional activities as indicated in Moodle Exam prep/revision
Week 9 07/11/2022	Topic 14: Pharmacotherapy (1 lecture)	Topic 14 quiz **Submit Essay (deadline Monday 5:00 pm)** **Study group: complete SRL 4 (deadline Sunday 5:00 pm)**	Optional activities as indicated in Moodle Exam prep/revision
Week 10 14/11/2022	Topic 15: Prevention and Prohibition (2 lectures)	Topic 15 quiz **Study group: complete SRL 5 (deadline Sunday 5:00 pm)**	Exam prep/revision
Study period 19/11/2022			Exam prep/revision
Exam period 25/11/2022			Exam prep/revision

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date
Assessment 1: Topic quizzes (15)	Varied	0% (formative)	Varied	N/A
Assessment 2: SRL activities (5)	Varied	10% (5x SRL activities worth 2% each)	/10 (/2)	5:00 pm Sunday Wks 2, 4, 5, 9 & 10.
Assessment 3: Essay (3)	Varied 1200 words	50% (2x essay prep. activities worth 2.5% each) (1x 45% essay submission)	/100 (/5) (/100)	Prep tasks: 5:00 pm Sunday Wks 3 & 8 Essay: 5:00 pm Monday Wk9
Assessment 4: Final exam	60 MCQ	40%	/90	Exam period

Assessment 1: Each course topic has a short multiple-choice question Moodle quiz associated with it. Each quiz will be available at the beginning of the week that the topic is released and will remain open for the duration of the course. Students can take each quiz as many times as they like. These quizzes provide immediate feedback so students can assess how well they've understood the lecture material and provide a gauge of performance in the course prior to the census date. The quiz questions provide an opportunity for students to see what multiple choice questions will be like in the final exam and encouragement to keep up to date with weekly course content.

Assessment 2: Throughout the course there are Self-Regulated Learning (SRL) activities which are short tasks designed to encourage collaborative peer learning in the study groups and encourage active learning of the course content. Marks are based on participation with your group, by sharing or collaborating on each activity *via the group study forum* (i.e. not alternative platforms, for example social media). The activities comprise of: an icebreaker post, examples of instrumental learning, a neuropharmacology mind map, a set of multiple-choice questions, a learning reflection post. **Each SRL activity must be completed within the week they are set (e.g. Instructions for SRL1 is released Monday of Week 2 and must be completed by Sunday of**

Week 2), with the exception of SRL 4 (multiple-choice questions) whereby instructions are released Monday in Week 6 and must be completed by Sunday of Week 9. Each SRL activity is worth 2%, so students may earn a total of 10% of their final grade by completing them by the due dates (see above table). *Note, due to the participatory nature of the SRL activities, time extensions are not possible* (ELS adjustments are the only exception). Approved Special Consideration applications for an SRL activity will receive an aggregate mark, based on the average mark of the remaining SRL activities. Any SRL activity completed after the due date without an approved special consideration application will not be marked and will receive a grade of zero for that activity.

Assessment 3: A written assignment in essay format (1200 words) will be required for submission ***Monday of Week 9***. Students are required to produce a researched written piece to be submitted online via Turnitin. The question and instructions for this assignment will be released on Monday of Week 3. The essay itself will be worth 45% of the total course mark. To encourage time management and incorporating feedback into their writing, two essay preparation tasks form part of the overall essay assessment. On time submission of these essay preparation tasks will provide students with 2.5% for each submission. *Note, due to the nature of the essay preparation tasks, time extensions are not possible.* Approved Special Consideration applications for the essay preparation tasks will receive an aggregate mark, based on the mark for the other essay preparation activity. Any essay preparation activity submitted after the due date without an approved special consideration application will not be marked and will receive a grade of zero for that activity. The first preparation activity is a task list for the essay (**due Sunday Week 3**). The second preparation activity is submission of a written first draft (or bullet point format is also acceptable) to the Smart Thinking platform. Students then upload the Smart Thinking tutor feedback document to the submission box in Moodle by **Sunday Week 8**). The researching, APA style, and writing skills workshops will be made available on Moodle to provide further help to students on how to approach this essay. Any essay submitted after the initial deadline without approved special consideration or Equitable Learning Plan will attract a late penalty of 5% per day for up to 120 hours. Any essay submitted >120 hours after the submission deadline without approved special consideration or Equitable Learning Plan will receive a mark of zero. *Essay submission marks and feedback will be returned to students via Turnitin 10 working days from the due date and no submissions will be accepted after this date – any essay submitted after this will not be marked and will receive a grade of 0.*

Assessment 4: There will be a 45-minute examination held online during the University examination period (**time and date TBA**). The examination will include 60 multiple choice questions covering lecture and reading material from Weeks 1-10. Each MCQ is worth 1.5 marks. 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 will be released on myUNSW as they become available.

UNSW grading system: https://student.unsw.edu.au/grades

UNSW assessment policy: https://www.unsw.edu.au/content/dam/pdfs/governance/policy/2022-01-policies/assessmentpolicy.pdf

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Essay: In accordance with UNSW Assessment Policy the final version of the essay must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: deduction of marks for late submissions will be in accordance with UNSW Assessment Policy.

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to apply for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see https://student.unsw.edu.au/special-consideration.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure and Psychology Student Guide.

Supplementary examinations: will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy and Psychology Student Guide.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
1	Immediate/Weekly	Moodle	Online	Moodle
2	Immediate (Participation by due date)	Moodle	Online	Moodle
3	10 working days from due date	Markers	Online	Turnitin
4	N/A	N/A	N/A	N/A

6. Academic integrity, referencing and plagiarism

The APA (7th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

APA 7th edition.

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at https://student.unsw.edu.au/referencing

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits**:** honesty, trust, fairness, respect, responsibility and courage.[1] At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

The *Current Students* site https://student.unsw.edu.au/plagiarism**,** and

The *ELISE* training site http://subjectguides.library.unsw.edu.au/elise

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

7. Readings and resources

Textbook	Nil
Course information	Available on Moodle
Required readings	Two journal articles will be released on Moodle on Monday at 9 am on designated weeks.
Recommended internet sites	UNSW Library UNSW Learning Centre ELISE Turnitin Student Code of Conduct Academic Integrity Email policy UNSW Anti-racism policy UNSW Equity, Diversity and Inclusion policy

[1] International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

8. Administrative matters

The School of Psychology 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
- Student code of conduct
- Student complaints and grievances
- Equitable Learning Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: https://student.unsw.edu.au/
- Academic Skills and Support: https://student.unsw.edu.au/academic-skills
- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing
- Equitable Learning Services: https://student.unsw.edu.au/els
- UNSW IT Service Centre: https://www.myit.unsw.edu.au/