

**PJSC "Higher Education Institution "INTERREGIONAL ACADEMY OF
PERSONNEL MANAGEMENT"**



***SYLLABUS OF THE ACADEMIC DISCIPLINE
" PSYCHOLOGY OF ADDICTIVE BEHAVIOR"***

Specialty: **C4 Psychology**
Educational level: **first (bachelor's) level**
Educational program: **Psychology**

General information about the academic discipline

Name of the academic discipline	Psychology of Addictive Behavior
Code and name of specialty	C4 Psychology
Level of higher education	first (bachelor's) level of higher education
Discipline status	selective
Number of credits and hours	3 credits / 90 hours. Lectures: 14 hours Seminar classes: 20 hours Independent work of students: 56 hours
Terms of studying the discipline	
Language of instruction	Ukrainian
Type of final control	Credit
Discipline page on the website	

General information about the teacher. Contact information.

Academic degree	
Academic title	
Position	
Disciplines taught by the NPP	
Areas of scientific research	
Links to identifier registries for scientists	
Teacher contact information:	
Email:	
Contact phone number	
Teacher's portfolio on the website of the department / institute / academy	

Course Annotation

This course introduces students to the structure of contemporary psychological science, the basic principles and concepts of the cultural-historical approach to human psyche formation, and the activity-based approach. It covers fundamental mental processes and individual-psychological characteristics of personality. Pathological forms of addictive behavior are increasingly common, meaning more individuals require psychological support. Therefore, one of the most important objectives today is acquiring knowledge in the Psychology of Addictive Behavior and applying it in practice to preserve mental health, prevent addictions, and foster well-balanced personalities.

The subject of study is the psychological mechanisms of formation, development, and maintenance of addictive behavior, as well as the patterns of its manifestation in various forms of addiction. The course focuses on the personal, cognitive, emotional-volitional, motivational, and socio-psychological factors underlying chemical and non-chemical addictions (alcohol, drugs, nicotine, gambling, internet, food, etc.). It analyzes the psychological characteristics of the addictive personality, defense mechanisms, cognitive distortions, self-regulation disorders, interpersonal relationship disturbances, and the impact of addictive behavior on mental health and social functioning.

Special attention is given to psychological prevention, early diagnosis, correction, and psychotherapeutic support for individuals with addictive behavior, as well as developing professional readiness among future psychologists to work with addicted clients and their social environment.

Course Aim: To provide knowledge about the content, types, psychological factors, and mechanisms of addictive behavior, and to develop skills for psychological support and correction.

Course Objectives:

- 1. Understand psychological laws and mechanisms underlying the emergence, functioning, and development of addictive behavior.
- 2. Develop skills to scientifically explain psychological phenomena and manifestations of personality.
- 3. Organize research on psychological processes according to methodological principles of psychology.

Key Learning Tasks:

- 1. Apply psycho-preventive measures to reveal the psychological essence of addictive behavior.
- 2. Identify psychological factors contributing to addictive behavior.
- 3. Understand the psychologist’s role in prevention and correction of addictive behaviors.

Prerequisites: Students should have basic knowledge and skills from: General Psychology; Personality Psychology; Social Psychology; Introductory Clinical Psychology; Medical Ethics and Deontology; Philosophy; Cultural Studies. Students should be able to:

- 1. Analyze behavioral, emotional, and motivational aspects of personality.
- 2. Recognize basic signs of psychopathological processes.
- 3. Follow ethical norms of professional interaction.

Postrequisites: Knowledge from this course supports further study in: Psychotherapy; Psychological Correction; Psychology of Crises and Traumatic Experiences; Communication Skills for Mental Health Specialists; Rehabilitation and Support of Individuals with Addictive Behavior.

Completion of this course provides a theoretical and practical foundation for the professional activity of psychologists in prevention, diagnosis, and psychological support for individuals with addictive behavior.

Program competencies and learning outcomes:

General Competencies (GC)	GC1. Ability to apply knowledge in practical situations. GC2. Knowledge and understanding of the subject area and understanding of professional activity. GC6. Ability to make informed decisions. GC7. Ability to generate new ideas (creativity). GC8. Interpersonal interaction skills.
Specific (Professional) Competencies (SC)	SC1. Ability to operate the categorical and conceptual apparatus of psychology SC2. Ability to retrospectively analyze domestic and foreign experience in understanding the nature of the emergence, functioning and development of mental phenomena. SC3. Ability to understand the nature of behavior, activity and actions. SC4. Ability to independently collect and critically process, analyze and summarize psychological information from various sources. GC5. Ability to use valid and reliable psychodiagnostics tools. GC6. Ability to independently plan, organize and conduct psychological research. SC7. Ability to analyze and systematize the results obtained, formulate reasoned conclusions and recommendations.

	<p>SC8: Ability to organize and provide psychological assistance (individual and group).</p> <p>SC9. Ability to carry out educational and psychoprophylactic activities in accordance with the request.</p> <p>SC10. Ability to comply with professional ethics.</p>
Program learning outcomes	
Program outcomes	<p>PLO 1 Analyze and explain mental phenomena, identify psychological problems and propose ways to solve them.</p> <p>PLO2 Understand the patterns and features of the development and functioning of mental phenomena in the context of professional tasks.</p> <p>PLO3 Search for information from various sources, including using information and communication technologies, to solve professional problems.</p> <p>PLO4 Justify own position, draw independent conclusions based on the results of their own research and analysis of literary sources.</p> <p>PLO5 Choose and apply valid and reliable psychodiagnostics tools (tests, questionnaires, projective techniques, etc.) for psychological research and psychological assistance technologies.</p> <p>PLO6 Formulate the purpose, objectives of the study, have the skills to collect primary material, follow the research procedure.</p> <p>PLO7 Reflect and critically evaluate the reliability of the results of psychological research, formulate reasoned conclusions.</p> <p>PLO9 Propose own ways of solving psychological problems and tasks in the course of professional activity, make and justify own decisions on their solution.</p> <p>PLO11 Draw up and implement a plan of the counselling process, taking into account the specifics of the request and individual characteristics of the client, ensure the effectiveness of their own actions.</p> <p>PLO13 Interact, communicate, be understood, and be tolerant of people with different cultural or gender-age differences.</p> <p>PLO15 Take a responsible attitude to professional self-improvement, training and self-development</p> <p>PLO16 To know, understand and adhere to the ethical principles of professional activity of a psychologist.</p> <p>PLO17 Demonstrate socially responsible and conscious behavior, follow humanistic and democratic values in professional and social activities.</p> <p>PLO18 Take effective measures to preserve health (own and others) and, if necessary, determine the content of the request for supervision.</p> <p>PLO 19 Analyze the social and psychological characteristics of a person and make a social and psychological portrait of a person.</p>

Content of the academic discipline (full-time education)

		Number of hours, of which:
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No	Topic name	Lec tures	Sem inar	I ndepend ent work	Teaching methods/assessment methods
Semester 1 Content Module 1: General Foundations of the Psychology of Addictive Behavior					Teaching methods:verbal (teaching lecture; conversation; educational discussion); inductive method; deductive method; translational method; analytical; synthetic; practical; explanatory- illustrative; reproductive; problem-based presentation method; partially-search; research; interactive methods (discussions, debates, polemics; dialogue, synthesis of thoughts; brainstorming; practicing skills; working out discussion questions); modeling of professional activity; innovative teaching methods (competence- based; project- research); case method. Evaluation methods:oral control (oral survey, assessment of participation in discussions, other interactive learning methods); written control (control, independent work); test control (closed- form tests: test- alternative, test- compliance); method of self-control and self-assessment; evaluation of case tasks.
Topic 1.	Addictive and Codependent Behavior: Characteristics, contributing factors, and consequences of addictive and codependent patterns.	1	2	6	
Topic 2.	Behavioral Norm, Deviation, and Pathology: Differentiating between normal, deviant, and pathological behavior in psychological terms.	2	2	6	
Topic 3.	Alcohol Addiction: Symptomatology, stages, and mechanisms of development. Nicotine Addiction: Symptomatology, stages, and mechanisms of development.	1	2	6	
Topic 4.	Drug Addiction: Symptomatology, stages, and mechanisms of development.	2	2	4	
Topic 5.	Substance Abuse (Toxicomania): Symptomatology, stages, and mechanisms of development.	1	2	6	
Content Module 2: Types, Diagnosis, Prevention, and Correction of Addictive Behavior					
Topic 6.	Main types of non-chemical addictions: symptomatology, stages, and mechanisms of occurrence	1	2	6	
Topic 7.	“Socially acceptable” forms of non-chemical addictions	2	2	6	
Topic 8.	The essence of communicative addictions	1	2	4	
Topic 9.	Diagnosis of addictive behavior. Prevention of addictive behavior.	2	2	6	
Topic 10.	Correction of addictive behavior	1	2	6	

Modular test					
	Total:	14	20	56	
Form of control: credit					

Technical equipment and/or software.The educational process uses classrooms, a library, a multimedia projector and a computer for conducting lectures and seminars with presentation elements. Studying individual topics and completing practical tasks requires access to information from the World Wide Web, which is provided by a free Wi-Fi network.

Forms of control methods.

Monitoring the progress of students is divided into current and final (semester).

Current control carried out during practical and seminar classes. Its purpose is to systematically check:

- understanding and mastering the theoretical foundations of economic processes;
- the ability to apply knowledge to build models and analyze economic data;
- skills in diagnosing and forecasting economic processes;
- using specialized software for modeling and processing statistical data.

Forms of student participation in the educational process that are subject to ongoing control:

- speeches and presentations on the analysis of economic processes;
- oral reports on the analysis of economic cases;
- addition, question to the person answering;
- systematic work in seminar classes and activity during discussions;
- participation in discussions, brainstorming, interactive forms of classes;
- analysis of economic data, statistical indicators, economic and mathematical models;
- written assignments (tests, tests, analytical and abstract papers);
- preparation of abstracts, theses, analytical notes;
- independent study of discipline topics and lecture materials.

Current control methods:

- oral control (survey, conversation, report, message);
- written control (test work, analytical report, essay, completion of tasks for building models or processing statistics);
- combined control (oral and written combination to assess understanding and practical skills);
- presentation of independent work or case analysis;
- monitoring activity and participation in practical classes;
- test control (closed and open tasks, analysis of graphs and models);
- working with problem situations (analytical cases, scenario modeling of economic processes).

Evaluation system and requirements.

Table of distribution of points received by higher education applicants*

Topics	Ongoing knowledge assessment										Final control		
											Module test	Credit	Total points
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9	Topic 10	20	20	100

Work in a seminar class	3	3	3	3	3	3	3	3	3	3			
Independent work	3	3	3	3	3	3	3	3	3	3			

*The table contains information about the maximum points for each type of academic work of a higher education applicant.

When assessing the mastery of each topic for current educational activities, the student is given grades taking into account the approved assessment criteria for the relevant discipline.

The criteria for assessing the learning outcomes of students and the distribution of points they receive are regulated by the Regulations on the Assessment of Academic Achievements of Students of Higher Education at PJSC "Higher Education Institution "MAUP".

Module control is carried out in the last lesson of the module in written form, in the form of testing.

Evaluation criteria for the module test in the academic discipline " Psychology of Addictive Behavior ":

When evaluating a module test, the volume and correctness of the tasks are taken into account:

- the grade "excellent" (A) is given for the correct completion of all tasks (or more than 90% of all tasks);
- a grade of "good" (B) is given for completing 80% of all tasks;
- a grade of "good" (C) is given for completing 70% of all tasks;
- a grade of "satisfactory" (D) is given for the correct completion of 60% of the proposed tasks;
- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;
- an "unsatisfactory" (FX) grade is given if less than 50% of the tasks are completed.

Failure to appear for a module test - 0 points.

The above scores are converted into rating points as follows:

- "A" - 18-20 points;
- "B" - 16-17 points;
- "C" - 14-15 points;
- "D" - 12-13 points.
- "E" - 10-11 points;
- "FX" - less than 10 points.

The final semester assessment in the discipline " Psychology of Addictive Behavior " is a mandatory form of assessing students' learning outcomes. It is conducted within the time frame specified by the curriculum and covers the scope of material specified by the course program.

The final assessment is carried out in the form of a test. A student who has completed all the required work is allowed to take the semester assessment.

The final grade is based on the student's performance during the semester. The student's grade consists of points accumulated from the results of the current assessment and incentive points.

Students who have completed all required assignments and received a score of 60 points or higher receive a grade corresponding to the grade received without additional testing.

For students who have completed all the required tasks but received a score below 60 points, as well as for those who wish to improve their score (result), the teacher conducts a final work in the form of a test during the last scheduled lesson in the discipline in the academic semester.

Evaluation of additional (individual) types of educational activities. Additional (individual) types of educational activities include the participation of applicants in scientific conferences, scientific circles of applicants and problem groups, preparation of publications, participation in All-Ukrainian Olympiads and competitions and International competitions, etc. in excess of the tasks established by the relevant work program of the academic discipline.

By decision of the department, students who participated in research work and performed certain types of additional (individual) educational activities may be awarded incentive (bonus) points for a specific educational component.

Assessment of independent work

The total number of points received by a student for completing independent work is one of the components of academic success in the discipline. Independent work on each topic, in accordance with the course program, is evaluated in the range from 0 to 3 points using standardized and generalized knowledge assessment criteria.

Scale for evaluating the performance of independent work (individual tasks) evaluation criteria.

Maximum possible assessment of independent work (individual tasks)	Execution level			
	Perfectly	Good	Satisfactorily	Unsatisfactorily
3	3	2	1	0

Forms of assessment include: ongoing assessment of practical work; ongoing assessment of knowledge acquisition based on oral responses, reports, presentations and other forms of participation during practical (seminar) classes; individual or group projects requiring the development of practical skills and competencies (optional format); solving situational tasks; preparing summaries of independently studied topics; testing or written exams; preparing draft articles, conference abstracts and other publications; other forms that ensure comprehensive mastery of the curriculum and contribute to the gradual development of skills for effective independent professional (practical, scientific and theoretical) activity at a high level.

To assess the learning outcomes of a higher education applicant during the semester, a 100-point, national and ECTS assessment scale is used.

Final assessment scale: national and ECTS

Total points for all types of learning activities	ECTS assessment	National scale assessment	
		for exam, course project (work), practice	for credit
90 – 100	AND	perfectly	Enrolled
82 – 89	IN	good	
75 – 81	WITH		
68 – 74	D	satisfactorily	
60 – 67	THERE ARE		
35 – 59	FX	unsatisfactory with the possibility of reassembly	not accepted with the possibility of retaking
0 – 34	F	unsatisfactory with mandatory re-study of the discipline	not passed with mandatory re-study of the discipline

Course policy.

- To successfully complete the course " Psychology of Addictive Behavior ", the student must:
- regularly attend lectures and practical classes;
 - work systematically, systematically and actively in lectures and practical classes;
 - make up for missed classes or unsatisfactory grades received in classes;
 - to fully perform the tasks that the teacher requires to prepare, their quality is appropriate;
 - perform control and other independent work;
 - adhere to the norms of academic conduct and ethics.

The course " Psychology of Addictive Behavior " involves mastering and adhering to the principles of ethics and academic integrity, in particular, focusing on preventing plagiarism in any of

its manifestations: all works, reports, essays, abstracts and presentations must be original and author's, not overloaded with quotations, and must be accompanied by references to primary sources. Violations of academic integrity are considered to be: academic plagiarism, self-plagiarism, fabrication, falsification, copying, deception, bribery, and biased evaluation.

Recommended sources of information.

Main literature:

1. Miller, W. R., Rollnick, S. *Motivational Interviewing: Helping People Change*. – 4th ed. – New York: Guilford Press, 2023. – 482 p.
2. American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders: DSM-5-TR*. – Washington: American Psychiatric Publishing, 2022. – 1050 p.
3. Vasilyuk, F. Ye., Yakovleva, O. I. *Clinical Psychology of Addictions: Textbook*. – Lviv: Ukrainian Catholic University, 2020. – 212 p.
4. World Health Organization. *World Mental Health Report: Transforming Mental Health for All*. – Geneva: WHO, 2022. – 234 p. – Available at: <https://www.who.int/publications/i/item/9789240049338>
5. Savchuk, A. I., Kravets, Yu. M. *Psychology of Addictive Behavior: Textbook*. – Kyiv: MAUP, 2021. – 160 p.
6. Yudina, O. V., Melnychuk, T. M. *Clinical Psychology: Addictive Behavior*. – Kyiv: KNT, 2021. – 176 p.
7. European Monitoring Centre for Drugs and Drug Addiction. *European Drug Report 2022: Trends and Developments*. – Luxembourg: Publications Office of the European Union, 2022. – 88 p. – Available at: https://www.emcdda.europa.eu/publications/edr/trends-developments/2022_en

Additional literature

1. Tall, M. T., Gratz, K. L. Emotional regulation as a transdiagnostic mechanism in substance use disorders // *Addictive Behaviors Reports*. – 2021. – Vol. 13. – Article 100355. – DOI: <https://doi.org/10.1016/j.abrep.2021.100355>
2. Volkov, N. D., Kub, G. F., Kroyl, R. T., et al. Reward neuroscience and addiction: evidence from neuroimaging // *Nature Reviews Neuroscience*. – 2021. – Vol. 22, No. 10. – P. 641–655. – DOI: <https://doi.org/10.1038/s41583-021-00425-1>
3. Savenko, N. V. Motivational counseling in working with patients with addictive behavior // *Ukrainian Journal of Psychotherapy*. – 2022. – Vol. 4, No. 2. – P. 55–61
4. Lesh, O. M., Walter, G. *Alcohol and Tobacco: Medical and Social Aspects of Use and Abuse*. – Cham: Springer, 2021. – 308 p.
5. Kun, K. Formation of sex differences in the development of addictive behavior in adolescence // *Pharmacology and Therapeutics*. – 2020. – Vol. 206. – Article 107438. – DOI: <https://doi.org/10.1016/j.pharmthera.2019.107438>