

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PSY-3624	SEMESTER	WINTER/ SPRING
COURSE TITLE	ADDICTIONS AND SPECIAL POPULATIONS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Skills development (Seminar)		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1101		

(2) LEARNING OUTCOMES

Learning outcomes
<p>Students attending the seminar are expected to:</p> <p>(a) acquire new knowledge on needs assessment of drug addicted people with specific characteristics</p> <p>(b) understand the multiple experiences of people with drug addiction problems and their role in clinical intervention and counseling,</p> <p>(c) reflecting on how social stigma related to drug addiction is linked to the reproduction of psychosocial problems,</p> <p>(d) understand complex aspects of female drug addiction</p> <p>They are also expected to be able to search for bibliographic data that address the subject of the seminar from a critical point of view.</p>
General Competences
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Working in an interdisciplinary environment • Production of new research ideas

- Team work
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Production of free, creative and inductive thinking

(3) SYLLABUS

DESCRIPTION

Addiction to psychoactive drugs is not a one-dimensional phenomenon but is treated as a field of multiple, heterogeneous and diverse experiences. In this context, it is recognized that drug users do not constitute a homogeneous group but the social reality they face differs significantly on the basis of various social characteristics and parameters such as health or legal status, age, gender etc. Diversity recognition of the experiences that drug users have is of particular importance for the development of effective clinical interventions and therapeutic practices in the field of drug addiction. Through Erving Goffman's theoretical framework about stigma the main purpose of the seminar is the deep understanding of the aspects and the social reality experienced by individuals who, besides the "spoiled" identity of drug user also carry other stigmatized identities, such that of HIV patient, of the prisoner, the person working in sex industry etc. Through the analysis of qualitative research articles, the seminar put emphasis on the voice of drug users, which are carriers of multiple stigmatized identities. Emphasis is also placed on aspects of life of drug addicted women and mothers, focusing on issues of gender and its importance to understand the problem of drug addiction and its treatment. Finally, the seminar focused on moral concerns and dilemmas about drug addiction and child protection when parents are also drug addicts.

TOPICS

- 1st Week:** (a) Introduction to seminar topics (b) Selection of the participants
- 2nd Week:** (a) Self-presentation of the participants (b) Programming of oral presentations and written essays. (c) Addiction and Special Populations: an Introduction (Part 1, lecture)
- 3rd Week:** (a) Addiction and Special Populations: an Introduction (Part 2, lecture)
- 4th Week:** Addiction and work in the sex field. Student presentations – Discussion.
- 5th Week:** Addiction & imprisonment. Student presentations – Discussion.
- 6th Week:** Addiction & release from jail. Student presentations – Discussion.
- 7th Week:** Addiction and middle-aged people. Student presentations – Discussion.
- 8th Week:** Addiction & HIV. Student presentations – Discussion.
- 9th Week:** Addiction & Women. Student presentations – Discussion.
- 10th Week:** Addiction and maternity. Student presentations – Discussion.
- 11th Week:** Addiction and child protection. Student presentations – Discussion.
- 12th Week:** Presentation of written group essays. Student presentations – Discussion.
- 13th Week:** (a) Presentation of written group essays (II), (b) Discussion on possible questions arising from the seminar (c) Evaluation of the seminar.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face
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USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching, Communication with students through E-Learn		
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>	<i>ECTS Credits</i>
	Lectures	13x3 hours = 39 hours	1.56
	Search and study of bibliography	40 hours	1.6
	Preparation of oral presentation	50 hours	0.8
	Essay writing	20 hours	2
	Course total	149	5.96
STUDENT PERFORMANCE EVALUATION	<p>Student evaluation is based on:</p> <p>A. <u>Active participation at weekly meetings (20%)</u>. It is emphasized that the attendance at the seminar according to the Study Guide of Department of Psychology is compulsory.</p> <p>B. <u>Two Essays</u></p> <p>(1st Essay) An oral presentation of a scientific study or text related to the topics of the seminar (40%). The purpose of the essay is not simply to provide data or information but also to discuss the main issues of the study or the text from a critical point of view.</p> <p>(2nd Essay) A synthetic-bibliographic written essay related to the subject of the seminar, which will be presented and discussed in the group of the participants at the end of the seminar (40 %).</p> <p>Students are informed about the course evaluation criteria in the introductory lecture. The evaluation criteria are also explicitly defined and described in E-learn Platform.</p>		

(5) ATTACHED BIBLIOGRAPHY

- Emiliussen, J., Andersen, K. & Sogaard Nielsen, A. (2017). Why do some older adults start drinking excessively late in life? Results from an Interpretative Phenomenological Study. *Scandinavian Journal of Caring Sciences*, 31(4), 974-983
- European Monitoring Center for Drugs and Drug Addiction (EMCDDA) (2010). *Children's Voices: Experiences and perceptions of European children on drug and alcohol issues*. Luxembourg: The Publications Office of the European Union.
- Fraser, S. & Treloar, C. (2006). 'Spoiled identity' in hepatitis C infection: The binary logic of despair. *Critical Public Health*, 16(2), 99-110.
- Gunn, A.J. & Canada, K.E. (2015). Intra-group stigma: Examining peer relationships among women in recovery for addictions. *Drugs: Education, Prevention and Policy*, 22(3), 281-292.
- Jeal, N., Macleod, J., Salisbury, C., & Turner, K. (2017). Identifying possible reasons why female street sex workers have poor drug treatment outcomes: a qualitative study.

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- Kenny, K.S., Barrington, C. Green S.L. (2015). “I felt for a long time like everything beautiful in me had been taken out’’: Women’s suffering, remembering, and survival following the loss of child custody. *International Journal of Drug Policy*, 26, 1158–1166.
- Lankenau, S.E., Clatts, M.C., Welle, D., Goldsamt, L.A. & Gwadz, M.V. (2005). Street careers: homelessness, drug use, and sex work among young men who have sex with men (YMSM). *International Journal of Drug Policy*, 16, 10–18.
- McIntosh, J. & McKeganey, N. (2000). Addicts' narratives of recovery from drug use: constructing a non-addict identity. *Social Science & Medicine*, 50, 1501-1510.
- Mjåland, K. (2016). Exploring prison drug use in the context of prison based drug rehabilitation. *Drugs: Education, Prevention and Policy*, 23(2), 154-162.
- Mosack, K.E., Abbott, M., Singer, M., Weeks, M.R., Rohena, L. (2005). If I didn’t have HIV, I’d be dead now: Illness narratives of drug users living with HIV/AIDS. *Qualitative Health Research*, 15(5), 586-605.
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- Sterk, C.A. (2000). *Tricking and Tripping: Prostitution in the AIDS Era*. Putnam Valley, NY: Social Change Press.
- Taieb, O., Revah-Levy, A. Rose-Moro, M. & Baubet, T. (2008). Is Ricoeur’s notion of narrative identity useful in understanding recovery in drug addicts? *Qualitative Health Research*, 18(7), 990-1000.
- Van Olphen, J., Eliason, M.J., Freudenberg, N., Barnes, M. (2009). Nowhere to go: how stigma limits the options of female drug users after release from jail. *Substance Abuse Treatment, Prevention and Policy*, 4, 10. doi: 10.1186/1747-597X-4-10.
- Villegas, N.A., Chodhury, S.M., Mitrani, V.B. & Guerra, J. (2017). Mothers in substance abuse recovery: perspectives on motivators, challenges and family involvement. *International Journal of High Risk Behaviors and Addiction*, 6(1): e32558 [doi: 10.5812/ijhrba.32558]
- Wilson, D. Jackson, S., Crome, I.B., Rao, R. & Crome, P. (2015). Comprehensive geriatric assessment and the special needs of older people. In I.B. Crome, L. Wu, R. Rao & P. Crome (Eds) *Substance abuse and older people* (pp. 173-191). Oxford: Wiley & Blackwell.