**Course description (general description)**

**Course title: Harm Reduction Interventions in Chemical and Behavioral Addictions**

**Course code: PSYM21-MO-INTV-105**

**Head of the course: Mervó Barbara**

|  |
| --- |
| **Aim of the course** |

**Aim of the course:** The aim of the course is to provide an overview of the harm reduction approach and its relevance in the prevention and treatment opportunities in both substance-related and non-substance related (behavioral) addictions. Students will be acquainted with a deeper knowledge regarding evidence-based harm reduction interventions and best practices addressing recreational and problem drug use as well as other addictive behaviors. Special attention will be given to the clinical domain by examining the most prevalent treatment options of the most common addiction problems considering harm reduction.

**Learning outcome, competences**

knowledge:

* Students will acquire a deep knowledge about the roles and possibilities of harm reduction interventions in chemical and behavioral addictions.

attitude:

* Open-minded, critical thinking. Openness towards empirical, evidence-based studies.

skills:

* Ability to understand and use scientific literature regarding chemical and behavioral addictions and evidence-based interventions.
* Ability to plan evidence-based harm reduction interventions in the related field.

autonomy/responsibility:

* Students are able to apply the acquired knowledge on their own, in accordance with the ethical guidelines of psychology, but only for purposes corresponding to their level of competence.

|  |
| --- |
| **Content of the course** |

**Topic of the course**

* Overview of prevalence, etiology, symptoms, treatment, prevention and harm reduction options for illegal psychoactive substance use, novel psychoactive substance use, alcohol use, sex addiction, pornography/cybersex addiction, love addiction, internet and social media addiction, online gaming, gambling, online gambling, exercise addiction, work addiction and other behavioral addictions.

**Learning activities, learning methods**

* Oral presentation, group discussions, interactive debates.

|  |
| --- |
| **Evaluation of outcomes** |

**Learning requirements, mode of evaluation and criteria of evaluation:**

* Active presence and attendance
* Oral presentation of literature
* Draft of a project plan

Mode of evaluation:

* 5-point grading scale

|  |
| --- |
| **Reading list** |

**Compulsory reading list**

* Specified in class (Recent articles related to our topics)

**Recommended reading list**

* Andreassen, C., & Pallesen, S. (2014). Social Network Site Addiction—An Overview. Current Pharmaceutical Design, 20(25), 4053–4061. https://doi.org/10.2174/13816128113199990616
* Bellis, M. A., Hughes, K., & Lowey, H. (2002). Healthy nightclubs and recreational substance use From a harm minimisation to a healthy settings approach. Addictive Behaviors, 11.
* Berczik, K., Szabó, A., Griffiths, M. D., Kurimay, T., Kun, B., Urbán, R., & Demetrovics, Z. (2012). Exercise Addiction: Symptoms, Diagnosis, Epidemiology, and Etiology. Substance Use & Misuse, 47(4), 403–417. https://doi.org/10.3109/10826084.2011.639120
* Csibi, S., Griffiths, M. D., Demetrovics, Z., & Szabo, A. (2019). Analysis of Problematic Smartphone Use Across Different Age Groups within the ‘Components Model of Addiction’. International Journal of Mental Health and Addiction. https://doi.org/10.1007/s11469-019-00095-0
* EMCDDA-Trimbos (2016) HNT Infosheet – Responding to drug and alcohol use and related problems in nightlife settings. Retrieved 24 March 2021, from http://www.hntinfo.eu/sites/hntinfo.eu/files/AF1454-Infosheet\_April\_2016def\_Web.pdf
* Griffiths, M. (1996). Pathological gambling: A review of the literature. Journal of Psychiatric and Mental Health Nursing, 3(6), 347–353. https://doi.org/10.1111/j.1365-2850.1996.tb00138.x
* Griffiths, M. D., Demetrovics, Z., & Atroszko, P. A. (2018). Ten myths about work addiction. Journal of Behavioral Addictions, 7(4), 845–857. https://doi.org/10.1556/2006.7.2018.05
* Jones, L., Hughes, K., Atkinson, A. M., & Bellis, M. A. (2011). Reducing harm in drinking environments: A systematic review of effective approaches. Health & Place, 17(2), 508–518. https://doi.org/10.1016/j.healthplace.2010.12.006
* Király, O., Urbán, R., Griffiths, M. D., Ágoston, C., Nagygyörgy, K., Kökönyei, G., & Demetrovics, Z. (2015). The Mediating Effect of Gaming Motivation Between Psychiatric Symptoms and Problematic Online Gaming: An Online Survey. Journal of Medical Internet Research, 17(4), e3515. https://doi.org/10.2196/jmir.3515
* Kraus, S. W., Voon, V., & Potenza, M. N. (2016). Should compulsive sexual behavior be considered an addiction? Addiction (Abingdon, England), 111(12), 2097–2106. https://doi.org/10.1111/add.13297
* Ladouceur, R., Shaffer, P., Blaszczynski, A., & Shaffer, H. J. (2017). Responsible gambling: A synthesis of the empirical evidence. Addiction Research & Theory, 25(3), 225–235. https://doi.org/10.1080/16066359.2016.1245294
* Pirona, A., Bo, A., Hedrich, D., Ferri, M., van Gelder, N., Giraudon, I., Montanari, L., Simon, R., & Mounteney, J. (2017). New psychoactive substances: Current health-related practices and challenges in responding to use and harms in Europe. International Journal of Drug Policy, 40, 84–92. https://doi.org/10.1016/j.drugpo.2016.10.004
* Riley, D., Sawka, E., Conley, P., Hewitt, D., Mitic, W., Poulin, C., Room, R., Single, E., & Topp, J. (1999). Harm Reduction: Concepts and Practice. A Policy Discussion Paper. Substance Use & Misuse, 34(1), 9–24. https://doi.org/10.3109/10826089909035632
* ROSE, S., & DHANDAYUDHAM, A. (2014). Towards an understanding of Internet-based problem shopping behaviour: The concept of online shopping addiction and its proposed predictors. Journal of Behavioral Addictions, 3(2), 83–89. https://doi.org/10.1556/JBA.3.2014.003
* Wéry, A., & Billieux, J. (2017). Problematic cybersex: Conceptualization, assessment, and treatment. Addictive Behaviors, 64, 238–246. <https://doi.org/10.1016/j.addbeh.2015.11.007>

**Course-specific information (specific to a given lecture or seminar)**

|  |
| --- |
| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

|  |
| --- |
| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |

*
*

|  |
| --- |
| **Further specific information (eg. requirements) (if relevant)** |

*
*