



UNSW Course Outline

PSYC1022 The Psychology of Addiction - 2023

Course Code : PSYC1022
Year : 2023
Term : Term 3
Teaching Period : T3
Delivery Mode : Online
Delivery Format : Standard
Delivery Location : Kensington

General Course Information

Course Code : PSYC1022
Year : 2023
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : Faculty of Science
Academic Unit : School of Psychology
Delivery Mode : Online
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Undergraduate
Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

Have you ever wondered why some people become addicted to drugs or alcohol while others do

not? 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 online study groups to enhance your learning experience and foster a supportive online community. Emphasis is placed on students developing Self-Regulated Learning (SRL) 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.

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.

Relationship to Other Courses

This is an introductory course with no prerequisites or prior knowledge required.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate knowledge and understanding of major transdisciplinary concepts, theories, research findings, and trends in the field of drug addiction.
CLO2 : Describe and evaluate psychological research methods used in the field of drug addiction and interpret numerical data in relation to theoretical issues.
CLO3 : Apply critical thinking skills in order to use empirical evidence from psychological science to understand physiological, behavioural, cognitive, and social factors involved in drug addiction.
CLO4 : Demonstrate effective written communication skills for the purpose of informing and arguing.
CLO5 : Apply self-regulated learning strategies to study course content for the purpose of

developing effective learning and academic skills.

Course Learning Outcomes	Assessment Item
CL01 : Demonstrate knowledge and understanding of major transdisciplinary concepts, theories, research findings, and trends in the field of drug addiction.	<ul style="list-style-type: none">• Essay• Final examination• Self-regulated learning activities
CL02 : Describe and evaluate psychological research methods used in the field of drug addiction and interpret numerical data in relation to theoretical issues.	<ul style="list-style-type: none">• Essay• Final examination• Self-regulated learning activities
CL03 : Apply critical thinking skills in order to use empirical evidence from psychological science to understand physiological, behavioural, cognitive, and social factors involved in drug addiction.	<ul style="list-style-type: none">• Essay• Final examination
CL04 : Demonstrate effective written communication skills for the purpose of informing and arguing.	<ul style="list-style-type: none">• Essay
CL05 : Apply self-regulated learning strategies to study course content for the purpose of developing effective learning and academic skills.	<ul style="list-style-type: none">• Self-regulated learning activities• Essay

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

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. In O Week, all students must read the Course Outline, Psychology Student Guide and watch Course Introduction video.

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.

Additional Course Information

Lectures: the lecture content of this course is presented entirely online via Moodle. The format of the lectures involves lecture slides with accompanying audio. In addition, PDF slides of the lecture slides 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. Students are randomly allocated to study groups on Monday of Week 2. If students enrol late in the course it is their responsibility to notify the Course Coordinator so that

they can be placed into a group.

Online 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. The essay instructions will not be released to students until they have completed these four lessons.

Smart Thinking: This course uses the Smart Thinking writing support resource offered by UNSW. More information on this resource can be found in the Smart Thinking hub in Moodle. 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.

Consultation via MS Teams: The Course Coordinator is available for consultation on campus Mondays 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 with a minimum of 48 hours prior notice and an agenda or meeting topic must be provided. 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 Talk session.

Walk and Talk: The Course Coordinator holds a Walk and Talk session with students on Mondays 1-2 pm in Weeks 2-10. The Walk and Talk session provides students with an opportunity for informal discussion of the course content and assessments and to meet other students taking the course.

Psychology Student Guide: 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

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Essay Assessment Format Individual	50%	Start Date Week 3. Due Date Weeks 3, 8 and 9.
Final examination Assessment Format Individual	40%	Start Date Exam period. Due Date Exam period.
Self-regulated learning activities Assessment Format Individual	10%	Start Date Weeks 2, 4, 5, 6 and 10. Due Date Weeks 2, 4, 5, 9 and 10.

Assessment Details

Essay

Assessment Overview

A written assignment in essay format (1200 words) will be required for submission Monday of Week 9. You 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 is worth 45% of the total course mark.

To encourage time management and incorporating feedback into your writing, two essay preparation tasks form part of the overall essay assessment. On time submission of these essay preparation tasks will provide you with 2.5% for each on time submission. The first essay 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 for feedback from Smart Thinking tutors (due Sunday Week 8).

Marks and feedback on the final submission will be returned to you 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.

Detailed Assessment Description

A written assignment in essay format (1200 words) will be required for submission Monday of Week 9. You 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 is worth 45% of the total course mark.

To encourage time management and incorporating feedback into your writing, two essay preparation tasks form part of the overall essay assessment. On time submission of these essay preparation tasks will provide you with 2.5% for each on time submission. The first essay 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 for feedback from Smart Thinking tutors (due Sunday Week 8).

Marks and feedback on the final submission will be returned to you 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 Length

Varied refer to assessment briefs.

Submission notes

Submit essay prep tasks 1 and 2 to the submission box in Moodle. The essay is to be submitted to Turnitin.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Final examination

Assessment Overview

There will be a 45-minute examination held online during the official University examination period (time and date TBA). The examination is comprised of 60 multiple choice questions covering lecture and reading material from Weeks 1-10.

Detailed Assessment Description

There will be a 45-minute examination held online during the official University examination period (time and date TBA). The examination is comprised of 60 multiple choice questions covering lecture and reading material from Weeks 1-10.

Assessment Length

45 minutes.

Assignment submission Turnitin type

This is not a Turnitin assignment

Self-regulated learning activities

Assessment Overview

Throughout the course there are five self-regulated learning activities (e.g. icebreaker post, written examples of types of instrumental learning, neuropharmacology mind map, set of multiple-choice questions, learning reflection post) which are designed to encourage collaborative/peer learning in your online study group, regular revision of course material, and active learning of the course content. Each activity is worth 2%, so you can earn a total of 10% of your final grade by submitting each activity by the due date (Sunday of Weeks 2, 4, 5, 9 and 10). Marks and feedback on each self-regulated learning activity is provided 10 working days after submission.

Detailed Assessment Description

Throughout the course there are five self-regulated learning activities (e.g. icebreaker post, written examples of types of instrumental learning, neuropharmacology mind map, set of multiple-choice questions, learning reflection post) which are designed to encourage collaborative/peer learning in your online study group, regular revision of course material, and active learning of the course content. Each activity is worth 2%, so you can earn a total of 10% of your final grade by submitting each activity by the due date (Sunday of Weeks 2, 4, 5, 9 and 10). Marks and feedback on each self-regulated learning activity is provided 10 working days after submission.

Assessment Length

Varied

Submission notes

Submit each SRL activity via the study group forum for each activity.

Assignment submission Turnitin type

This is not a Turnitin assignment

General Assessment Information

Special Consideration: Students who experience circumstances outside of their control that prevent them from completing an assessment task by the assigned due date due can apply for Special Consideration. Special Consideration applications should include a medical certificate or other documentation and be submitted via myUNSW within 3 days of the sitting/due date.

Important note: UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Once your application has been assessed, you will be contacted via your student email address and advised of the official outcome. If the special consideration application is approved, you may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information about special consideration, please visit: <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.

All course assessments have been designed and implemented in accordance with UNSW

Assessment Policy.

The APA (7th edition) referncing 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.

Further details and marking criteria for each assessment will be provided to students via Moodle closer to the assessment release date.

Grading Basis

Standard

Requirements to pass course

Students must recieve an overall course grade of 50/100 to pass the course.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 11 September - 15 September	Lecture	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)
	Online Activity	Topic 1 quiz Topic 2 quiz Topic 3 quiz Researching skills online lesson
	Other	Optional activities as indicated in Moodle at student's discretion.
Week 2 : 18 September - 22 September	Lecture	Topic 4: Harms of Drug Use (2 lectures) Topic 5: Associative Learning (2 lectures)
	Online Activity	Topic 4 quiz Topic 5 quiz

		Intro to APA style online lesson
	Assessment	Study group: complete SRL 1 (deadline: Sunday 5:00 pm)
	Other	Optional activities as indicated in Moodle. Exam prep/revision.
Week 3 : 25 September - 29 September	Lecture	Topic 6: Neuropharmacology (3 lectures) Topic 7: Withdrawal & Tolerance (2 lectures)
	Online Activity	Topic 6 quiz Topic 7 quiz Writing skills online lessons
	Assessment	Submit: essay prep. 1 (deadline Sunday 5:00 pm)
	Other	Optional activities as indicated in Moodle. Exam prep/revision. Study group.
Week 4 : 2 October - 6 October	Lecture	Topic 8: Positive reinforcement, craving and economic choice (1 lecture) Topic 9: Biological mechanisms of reward (1 lecture)
	Online Activity	Topic 8 quiz Topic 9 quiz Prescribed Reading: Wise & Koob (2014).
	Assessment	Study group: complete SRL 2 (deadline Sunday 5:00 pm)

	Other	<p>Work on Essay</p> <p>Optional activities as indicated in Moodle</p> <p>Exam prep/revision</p>
Week 5 : 9 October - 13 October	Lecture	<p>Topic 10: Cognitive Impairments and comorbidity (1 lecture)</p> <p>Topic 11: Brain mechanisms of impaired behavioural control (1 lecture)</p>
	Online Activity	<p>Topic 10 quiz</p> <p>Topic 11 quiz</p> <p>Prescribed reading: Ahmed (2012)</p>
	Assessment	<p>Study group: complete SRL 3 (deadline Sunday 5:00 pm)</p>
	Other	<p>Work on Essay</p> <p>Optional activities as indicated in Moodle</p> <p>Exam prep/revision</p>
Week 6 : 16 October - 20 October	Other	<p>Work on Essay</p> <p>Optional activities as indicated in Moodle</p> <p>Exam prep/revision</p> <p>Study group</p>
Week 7 : 23 October - 27 October	Lecture	<p>Topic 12: Individual differences in vulnerability (1 lecture)</p>
	Online Activity	<p>Topic 12 quiz</p>
	Other	<p>Work on Essay</p> <p>Optional activities as indicated in Moodle</p>

		Exam prep/revision Study group
Week 8 : 30 October - 3 November	Lecture	Topic 13: Behavioural Interventions (2 lectures)
	Online Activity	Topic 13 quiz
	Assessment	Submit: essay prep. 2 (deadline Sunday 5:00 pm)
	Other	Work on Essay Optional activities as indicated in Moodle Exam prep/revision Study group
Week 9 : 6 November - 10 November	Lecture	Topic 14: Pharmacotherapy (1 lecture)
	Online Activity	Topic 14 quiz
	Assessment	Submit Essay (deadline Monday 5:00 pm) Study group: complete SRL 4 (deadline Sunday 5:00 pm)
	Other	Optional activities as indicated in Moodle Exam prep/revision
Week 10 : 13 November - 17 November	Lecture	Topic 15: Prevention and Prohibition (2 lectures)
	Online Activity	Topic 15 quiz
	Assessment	Study group: complete SRL 5 (deadline Sunday 5:00 pm)

	Other	Exam prep/revision
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Attendance Requirements

Not Applicable - as no class attendance is required

General Schedule Information

Each week this course typically consists of 2 hours of online lecture material and 1-2 hours of online activities. Students are expected to take an additional 5-7 hours of study per week to engage in other self-determined study to complete assessments, readings, optional activities, exam preparation/revision and engage with their study group.

Course Resources

Prescribed Resources

The course does not have a prescribed textbook. Two journal articles are set as prescribed readings and will be released on Moodle on Monday at 9 am on designated weeks.

Recommended Resources

[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](#)

Additional Costs

Nil.

Course Evaluation and Development

At the end of term students are strongly encouraged to complete the myExperience survey to provide feedback on the course and teaching. This feedback is used to improve the learning experience of future students.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Helena Pacitti	h.pacitti@unsw.edu.au	Mathews 915	Email	Virtual meeting via Teams: Monday to Friday 9-5; Face to Face consult Mondays 2-3; Walk and Talk Mondays 1-2 pm.	Yes	Yes
Lecturer	Helena Pacitti	h.pacitti@unsw.edu.au	Mathews 915	Email	Virtual meeting via Teams: Monday to Friday 9-5; Face to Face consult Mondays 2-3; Walk and Talk Mondays 1-2 pm.	Yes	No

Other Useful Information

Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.
- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the [UNSW Student Code of Conduct Website](#).

Academic Honesty and Plagiarism

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. 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, plagiarism and the use of AI in assessments can be located at:

- The [Current Students site](#),
- The [ELISE training site](#), and
- The [Use of AI for assessments](#) site.

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

Submission of Assessment Tasks

Penalty for Late Submissions

UNSW has a standard late submission penalty of:

- 5% per day,
- for all assessments where a penalty applies,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Any variations to the above will be explicitly stated in the Course Outline for a given course or assessment task.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

Special Consideration

If circumstances prevent you from attending/completing an assessment task, you must officially apply for special consideration, usually within 3 days of the sitting date/due date. You can apply by logging onto myUNSW and following the link in the My Student Profile Tab. Medical documentation or other documentation explaining your absence must be submitted with your application. Once your application has been assessed, you will be contacted via your student email address to be advised of the official outcome and any actions that need to be taken from there. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>

Important note: UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Faculty-specific Information

Additional support for students

- [The Current Students Gateway](#)
- [Student Support](#)

- [Academic Skills and Support](#)
- [Student Wellbeing, Health and Safety](#)
- [Equitable Learning Services](#)
- [UNSW IT Service Centre](#)
- Science EDI Student [Initiatives](#), [Offerings](#) and [Guidelines](#)