

COURSE SYLLABUS

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	MSc Clinical Interventions in Addictions		
COURSE CODE	KPE-04	SEMESTER	1st
COURSE TITLE	Lab: Psychodiagnostic formulation in substance abuse and addiction		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Seminar Discussions		3	5.0
Laboratory exercises and simulations			
Critical reflection			
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background, skill development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The aim of this laboratory/ workshop is to understand the theoretical assumptions, but more importantly the practices and processes of conceptualizing the psychological difficulties of people who are facing the challenges of addictions.</p> <p>Upon successful completion of the workshop, students will:</p> <ul style="list-style-type: none"> - demonstrate knowledge of the multiple perspectives and theoretical models of addiction, - demonstrate knowledge of multiple therapeutic approaches applied in the addiction field, - critically evaluate information, ideas, and assumptions about the psychology of addiction from various perspectives, including scientific literature and mainstream media, - summarize the psychodynamic and social factors that contribute to the current difficulties experienced by the individual - make recommendations for further intervention - evaluate the effectiveness of interventions - produce scientific and clinical texts that demonstrate critical understanding and reflection on relevant issues through the integration of different perspectives and scientific knowledge.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas	Others...

Upon successful completion of the workshop, students will have developed the following skills:

- **Critical Thinking**- through the enrichment and application of theories and methods of clinical practice as applied to the field of addictions.
- **Reflective Practice** - offering postgraduate students the opportunity to practice self-observation, reflection and reconstructing their learning experience by creating their own narrative of the theories, processes and formulation practices negotiated in the workshop.
- **Knowledge and practice of analysis and synthesis skills:** searching, analyzing, and synthesizing information, theoretical knowledge, and case analysis methods.
- **Multi-dimensional processing of psychodiagnostic practices** through group collaborative processes, spontaneous communication, and a multi-voiced understanding of the lived experience of individuals facing the challenges of addictions.
- **Recognition of individual differences** and how they deepen our understanding of each other and the world around us, rather than divide us.
- **Appropriation of non-stigmatizing language** that will contribute to the provision of non-stigmatizing services and therefore empowering the individuals who benefit. Changing the language to change care: stigma and substance use.
- **Respect for diversity and multiculturalism.**
- **Demonstrating social, professional, and ethical responsibility and sensitivity**, as well as an affirming approach to gender and sexuality issues.
- **Exercise critical and self-critical thinking.**
- **Promoting free, creative, and deductive thinking.**

(3) COURSE OUTLINE

This laboratory course focuses on clinical psychodiagnostic case conceptualization in drug abuse and addiction, and the formulation of a therapeutic approach and psychosocial support of people facing the challenges of addiction.

To achieve this, the theoretical assumptions of contemporary social and clinical approaches to addiction will be presented and critically deliberated with an emphasis on their use in psychodiagnostic case formulation. Specifically, the theoretical underpinnings of contemporary psychoanalytic theory, critical theory, harm reduction, community and affirmative approaches will be critically examined. Practices and skills in cultural competence, interdisciplinarity, and humility, and how they are applied in supporting people who are confronting the challenges of addiction will be practiced.

The course will include seminar-style lectures, student group participation in the assessment and evaluation of theories and how they relate to the processes of conceptualizing personal experiences of substance use, abuse and addiction, laboratory exercises of experiential nature as well as the critically analyzing clinical cases, use of videos and literary materials with particular emphasis on group work and reflection, critical and creative thinking in the application of theoretical knowledge in clinical practice.

Emphasis will be placed on specific themes relating to new substances and their context of use (e.g. club drugs, chems), gender and sexuality, cultural/social background, sexual health and HIV, as well as

sex work and its relationship with addiction and how it ought to be incorporated in psychodiagnostic case formulation.

More specifically, the following thematic sessions and/or activities will be covered during the course:

- Psychoanalytic case formulation (emotion-initiation-intimacy, self, relationships, transference-countertransference),
- Reflection and processing of countertransference through the Balint group technique,
- Working in the community approaches and practices: community interventions, cultural humility, and working in interdisciplinary teams,
- Role-play exercises to practice reflective listening and open dialogue,
- Individual experiential work via reflective exercises on power and expert positionality and the humility in providing support,
- Group experiential and personal awareness exercises identities, intersectionality, and discrimination,
- Harm reduction as a framework for approaching use, abuse, and dependency,
- Individual case formulation for substance use intervention planning based on presenting problem, predisposing factors, problem triggering factors, retention factors (5 Ps model)
- Specific issues related to substance use (HIV, sex work, migrant populations)
 - Social multi-dimensional model for working with substance use by oppressed minority groups (individual factors, interpersonal factors, political factors, environmental factors)
 - Application of the different models in case study analysis and role-plays.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, in laboratory training, in communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Seminar style lectures	20 (.80 ECTS)
	Laboratory exercises	20 (.80 ECTS)
	Individual study and group work in preparing presentations	40 (1.60 ECTS)
	Individual study and work in report writing	50 (2.00 ECTS)
	Course total	130 (5.20 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>The assessment of the students will be carried out in two parts:</p> <p>A. During the course, postgraduate students will prepare and present a case formulation in pairs. Graduate students may choose a character from film, television, or literature to analyze and formulate the problems the individual is facing and use theory(ies) to draw explanatory conclusions about the causes and factors that maintain the challenges the person is confronting and that can inform interventions.</p> <p>B. Individual psychodiagnostic case conceptualization report of a substance dependence case. All writing assignments</p>	

	<p>should be formatted according to the APA Manual (7th edition).</p> <p>The following evaluation criteria will be applied:</p> <p>(i) proficiency in developing the necessary procedures for formulating dependency/addiction problems.</p> <p>(ii) clarity in formulating final conclusions with appropriate theory(ies) in conceptualizing the case in the interventions that can be applied.</p>
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(5) BIBLIOGRAPHY

- *Suggested bibliography:*

Abdulrahim, D & Bowden-Jones, O, on behalf of the NEPTUNE Expert Group (2015). Guidance on the management of acute and chronic harms of club drugs and novel psychoactive substances. London: Novel Psychoactive Treatment UK Network (NEPTUNE).

McWilliams, N. (1999). *Psychoanalytic case formulation*. Guilford Press.

McWilliams, N. (2011). *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2nd ed.). Guilford Press.

McWilliams, N. (2004). *Psychoanalytic psychotherapy: A practitioner's guide*. Guilford Press.

Παπαθανασίου, Ν. & Χρηστίδη, Ε.-Ο. (2020). (επ εκδ) Συμπερίληψη και ανθεκτικότητα: Βασικές αρχές ψυχοκοινωνικής στήριξης σε θέματα σεξουαλικού προσανατολισμού, ταυτότητας, έκφρασης και χαρακτηριστικών φύλου Αθήνα: Gutenberg.

Scientific Journals :

Addiction

Drugs and Alcohol Today

International Journal of Drug Policy

Lancet

Lancet, HIV

Psychoanalytic Dialogues

Psychoanalysis, Culture and Society

Psychoanalytic Perspectives

Studies in Gender and Sexuality