COURSE SYLLABUS

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	MSc Clinical Interventions in Addictions		
COURSE CODE	KPE-08	**SEMESTER**	2nd
COURSE TITLE	Laboratory: Digital interventions in behavioral addictions		

INDEPENDENT TEACHING ACTIVITIES *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*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5.0
Laboratory exercises		
Implementation and data collection		
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Laboratory, skill development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A
- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of the course is to train students in designing and implementing a full research project examining the effectiveness of a smartphone application in stopping/reducing problematic engagement with a potentially addictive behavior (e.g. gambling, internet, online games). In this context, students will be trained in:
- Fundamental concepts, theories, and research in Behavioral Addictions.
- Understanding the structure of a smartphone app for Behavioral Addictions, using behavior-change and other psychological techniques.
- Critical methodological thinking and making methodological decisions in the process of a study design.
- Collecting and analyzing quantitative data and writing up the final research report.

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*
	Respect for difference and multiculturalism

Adapting to new situations	*Respect for the natural environment*
Decision-making	*Showing social, professional and ethical responsibility and*
Working independently	*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...*
	....

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Decision-making
Independent working
Production of new research ideas
Project planning and management
Production of free, creative and inductive thinking

(3) COURSE OUTLINE

The course provides a holistic perspective about conceptualization, clinical and intervention elements of Behavioral Addictions, regarding those included in DSM 5 (gambling and online games) as well as those found in the wider peer-reviewed literature (e.g. social media, smartphone use, sexual behaviors, exercise, work, etc.). The course provides an introduction to the fundamental concepts and research development in the area of Behavioral Addictions, as well as the examination of common patterns and differences among the various conditions. It also gives an overview of the psychological and behavior-change techniques that could be applied in Behavioral Addiction interventions. Students will also explore how such techniques could be incorporated into a smartphone application for Behavioral Addictions. Moreover, students will be asked to identify an existing smartphone application for Behavioral Addiction and design and implement a research project that will examine the effectiveness and user acceptability of the app.

Week 1: Introduction to the Course and Theoretical Training – A
Fundamental concepts and theory in Behavioral Addictions – Part 1.

Week 2: Theoretical Training – B
Fundamental concepts and theory in Behavioral Addictions – Part 2.

Week 3: Theoretical Training – C
Psychological research and intervention using Smartphones and Smartphone Apps.

Week 4: Methods Training – A
Methods of exploring the effectiveness of a smartphone app for Behavioral Addictions.

Week 5: Training Exercise – A
Setting up the study protocol for a study exploring the effectiveness of a smartphone for a behavioral addiction – related behavior – Part 1.

Week 6: Training Exercise – B
Setting up the study protocol – Part 2.

Week 7: Training Exercise – C
Setting up the study protocol – Part 3.

Week 8: Training Exercise – D
Creating the participant-facing documents for the study – Part 1.

Week 9: Training Exercise – E
Creating the participant-facing documents for the study – Part 2.

Week 10: Training Exercise – F
Writing up the study's Ethical Approval application.

Week 11: Methods Training – B
Topics related to the quantitative analysis of the data collected in the study.

Week 12: Methods Training – C
Methods of exploring the user acceptability of an app for Behavioral Addictions.

Week 13: Critical Thinking
Critical review of a published paper on the use of a digital technological tool for assessment and intervention in a behavioral addiction.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Audio-visual material in lectures (e.g. Power Point slides). The University's e-learning platform. Digital intervention tool (smartphone app) for behavioural addictions.

TEACHING METHODS *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*	Activity	Semester workload
	Lectures	39h (1.3 ECTs)
	Independent search and study of the literature	30h (1 ECTs)
	Independent search and study for materials needed for the Training Exercises (e.g. identifying a suitable existing smartphone app)	25h (0.8 ECTs)
	Designing the research study	25h (0.8 ECTs)
	Running the study and writing up the report.	31h (1 ECTs)
	Course total	*150h (5 ECTs)*

| **STUDENT PERFORMANCE EVALUATION**
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. | <u>Individual written assignment – 100%</u>

Writing up a research paper
The purpose of the assignment is to produce a full research report, in the format of a published research-paper (IMRD), presenting the theoretical background, the methodology, the results and the conclusions of the study.

The word limit is 3.500 words (not including the abstract, tables and the reference list). The abstract should be no more than 250 words. |

| | References should be provided following the APA guidelines.

The report can be written in either Greek or English.

The reports will be submitting online, and the submission data will be announced by the course instructor. |
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(5) BIBLIOGRAPHY

- Suggested bibliography:

Collection of recent peer-reviewed research papers published in international journals.

Indicative list:

-Daria J Kuss (2013) Internet gaming addiction: current perspectives, Psychology Research and Behavior Management, , 125-137, DOI: 10.2147/PRBM.S39476

-Fletcher, P. C., & Kenny, P. J. (2018). Food addiction: a valid concept?. Neuropsychopharmacology, 43(13), 2506-2513.

- Griffiths, M. D. (2017). Behavioural addiction and substance addiction should be defined by their similarities not their dissimilarities. Addiction. 112(10), 1718-1720.

- James, R. J., & Tunney, R. J. (2017). The need for a behavioural analysis of behavioural addictions. Clinical Psychology Review, 52, 69-76.

- Kardefelt-Winther, D., Heeren, A., Schimmenti, A., Van Rooij, A., Maurage, P., Carras, M., et al.,(2017). How can we conceptualize behavioural addiction without pathologizing common behaviours?. Addiction, 112(10), 1709-1715.

-Kraus, S. W., Voon, V., & Potenza, M. N. (2016). Should compulsive sexual behavior be considered an addiction? Addiction, 111(12), 2097-2106.

-Nower, L., Mills., D. J . and Anthony, V.W.L. (2020) Gambling Disorder: The first behavioural addiction. In A.L., Begun & M.M. Murray (Eds.). The Routledge handbook of social work and addictive behaviors. Routledge.

- Related academic journals:

Addiction
Journal of Medical Internet Research
Addictive Behaviours