

Subject Description Form

Subject Code	APSS1A23													
Subject Title	Coping and Addiction													
Credit Value	3													
Level	1													
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p> <input type="checkbox"/> Healthy Lifestyle <input type="checkbox"/> AI and Data Analytics (AIDA) <input type="checkbox"/> Innovation and Entrepreneurship (IE) <input type="checkbox"/> Languages and Communication Requirement (LCR) <input type="checkbox"/> Leadership Education and Development (LEAD) <input type="checkbox"/> Service-Learning <input checked="" type="checkbox"/> Cluster-Area Requirement (CAR) <input checked="" type="checkbox"/> Human Nature, Relations and Development [CAR A] <input type="checkbox"/> Science, Technology and Environment [CAR D] <input type="checkbox"/> Chinese History and Culture [CAR M] <input type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N] <input type="checkbox"/> China-Study Requirement <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No <input type="checkbox"/> Writing and Reading Requirements <input type="checkbox"/> English or <input type="checkbox"/> Chinese <input checked="" type="checkbox"/> No </p>													
Pre-requisite / Co-requisite/ Exclusion	NIL													
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Participation in the lectures</td> <td style="text-align: center;">20%</td> <td></td> </tr> <tr> <td>2. Group presentation</td> <td></td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Term paper</td> <td style="text-align: center;">50%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass all component(s) if he/she is to pass the subject. 		100% Continuous Assessment	Individual Assessment	Group Assessment	1. Participation in the lectures	20%		2. Group presentation		30%	3. Term paper	50%	
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Objectives	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> 1. enhance students’ understanding of their developmental needs and task in their transition to a university student; 2. enhance students’ understanding of their coping strategies in facing and managing the changes in their roles and the related pressure; 3. enrich students’ understanding of pathological coping strategies on different kinds of addiction like substance addiction, smart phone addiction, alcohol addiction, internet addiction, gambling and sex addiction; and 4. reflect on positive coping options and strategies in encountering life difficulties.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. identify their developmental needs and tasks as a university student; b. examine and identify their own coping strategies; c. understand different kinds of addiction and related treatment services in Hong Kong; d. identify positive coping strategies when facing life difficulties.
Subject Synopsis/ Indicative Syllabus	<p>The subject is designed to enrich students’ knowledge and understanding about their growth and development with different theoretical perspectives; and to develop their coping strategies, skills and attitudes for promoting healthy growth and development of the students in their life transition.</p> <ol style="list-style-type: none"> 1. Youth developmental stage and needs <ul style="list-style-type: none"> - Developmental stage - Self-identity exploration and formation - Friendships and intimate relationships - Bio-psycho-social needs, tasks and crises 2. Youth coping strategies <ul style="list-style-type: none"> - Adolescent stresses, concerns and resources - Conceptualization of coping - Coping with role changes 3. Theories on addiction <ul style="list-style-type: none"> - Conceptualization of addiction - Psychodynamic theory - Social learning perspective - Family system perspective - Socio-cultural perspective - Ecological perspective 4. Different kinds of addiction <ul style="list-style-type: none"> - Substance abuse (Alcohol, drugs, nicotine) - Behavior addiction (Social media, gaming, gambling, sex/pornography, compulsive buying/online shopping addiction)

	<p>5. Positive coping strategies and skills</p> <ul style="list-style-type: none"> - Coping with separation and adversity - Resilience and happiness - Coping and achievement 																																		
<p>Teaching/Learning Methodology</p>	<p>This subject aims at enabling students to learn more about positive and negative coping strategies, in particular when they encounter role change as a university student. The students are expected to attend a series of lectures providing them an understanding of positive and negative means of coping. They will be given some worksheets and classroom activities to reflect on their development needs, resources, stress as well as coping strategies on a group basis. Moreover, students are required to investigate into the phenomenon, to make a reflection on this topic and to present it in the lecture.</p>																																		
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="435 667 1452 1160"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Participation in the lecture</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Group presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Term paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>1. Students are required to participate actively in the lectures to cultivate their self-understanding and develop self-awareness about their coping during their growth. The lectures are designed to enable students to understand concepts of coping and theories about addiction in which simulation exercises, games, and discussions are carried out in the classroom context.</p> <p>2. Regarding the group presentations, each group (of 6-8 students) is responsible to facilitate a 45-minute session (25 minutes for presentation; 15 minutes for class discussion/activities/exercises; 5 minutes for break and preparation for the next group presentation) which covers –</p> <ol style="list-style-type: none"> a. Present a case related to the addiction or developmental problem of the chosen presentation topic. The case can be retrieved from newspaper, a character from a movie, a celebrity, etc. b. Try to step into the shoes of the case. If you were the case, what would be your struggles when coping with the problem? c. Relate the case to concepts you learned. d. Appraise the coping strategies used by the case, recommend alternative positive coping strategies to the case, if necessary. e. Identify local services that deal with the addiction or developmental problem. <p>This helps students to have a reflection on maladaptive coping and to learn more about the negative consequence brought from it.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Participation in the lecture	20%	✓	✓	✓	✓	2. Group presentation	30%	✓	✓	✓	✓	3. Term paper	50%	✓	✓	✓	✓	Total	100 %				
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	<p>3. Students are required to write a term 1,500-word (\pm 10%, excluding references) paper. APA format should be used in this paper. Paper needs to be submitted as pdf and to Blackboard.</p> <p>The paper should include two parts: In the first part, students are required to critically discuss the concepts of coping and the developmental/addiction problem covered in the group presentation on the conceptual level.</p> <p>In the second part, students are expected to evaluate own coping strategies based on a thorough reflection of their role change as a university student or life experience.</p> <p>This paper should be submitted one week after the group presentation.</p>	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures (including Group presentation and peer evaluation) 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Preparation for group presentation 	60 Hrs.
	<ul style="list-style-type: none"> ▪ Preparation for term paper 	30 Hrs.
	Total student study effort	129 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Al'Absi, M. (2007). <i>Stress and addiction: Biological and psychological mechanisms</i>. Burlington, MA: Academic Press.</p> <p>Owens, B. (2015). Addiction. <i>Nature</i>, 522(7557), 45.</p> <p>Cheung, L. M., & Wong, W. S. (2011). The effects of insomnia and internet addiction on depression in Hong Kong Chinese adolescents: An exploratory cross-sectional analysis. <i>Journal Of Sleep Research</i>, 20(2), 311-317. doi:10.1111/j.1365-2869.2010.00883.x</p> <p>Coleman, E. (2011). "Impulsive/compulsive sexual behavior: Assessment and treatment". In Grant, Jon E.; Potenza, Marc N. <i>The Oxford Handbook of Impulse Control Disorders</i>. New York: Oxford University Press. p. 375. ISBN 9780195389715.</p> <p>Derevensky, J., Shek, D.T.L. & Merrick, J. (2011). <i>Youth gambling</i>. Berlin: De Gruyter.</p> <p>Frydenberg, E. (2008). <i>Adolescent coping: advances in theory, research and practice</i>. London ; New York : Routledge.</p> <p>Kafka, M. P. (2010). Hypersexual disorder: A proposed diagnosis for DSM-V. <i>Archives of Sexual Behavior</i>, 39(2), 377-400. doi: 10.1007/s10508-009-9574-7</p>	

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- Young, K. S., Yue, X., & Ying, L. (2011). Prevalence estimates and etiologic models of internet addiction. In K. S. Young, C. de Abreu (Eds.), *Internet addiction: A handbook and guide to evaluation and treatment* (pp. 3-17). Hoboken, NJ US: John Wiley & Sons Inc.
- Zhang, J. H., Bai, Z. Q., Wei, J. X., Yang, M. L., & Fu, G. F. (2019). The status quo of college students' online shopping addiction and its coping strategies. *International Journal of Psychological Studies*, 11(2), 88-93.
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	Zhou, Y. Y., Li, D. P., Li, X., Wang, Y. H., & Zhao L. Y. (2017). Big five personality and adolescent Internet addiction: The mediating role of coping style. <i>Addictive Behaviors</i> , 64, 42-48.
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