The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS1A23
Subject Title	Coping and Addiction
Credit Value	3
Level	1
GUR Requirements Intended to Fulfill	This subject intends to fulfill the following requirement(s) : ☐ **Healthy Lifestyle** ☐ **AI and Data Analytics (AIDA)** ☐ **Innovation and Entrepreneurship (IE)** ☐ **Languages and Communication Requirement (LCR)** ☐ **Leadership Education and Development (LEAD)** ☐ **Service-Learning** ☒ **Cluster-Area Requirement (CAR)** 　☒ Human Nature, Relations and Development [CAR A] 　☐ Science, Technology and Environment [CAR D] 　☐ Chinese History and Culture [CAR M] 　☐ Cultures, Organizations, Societies and Globalization [CAR N] ☐ **China-Study Requirement** 　☐ Yes or ☒ No ☐ **Writing and Reading Requirements** 　☐ English or ☐ Chinese ☒ No
Pre-requisite / Co-requisite/ Exclusion	NIL

Assessment Methods

100%　Continuous Assessment	Individual Assessment	Group Assessment
1. Participation in the lectures	20%	
2. Group presentation		30%
3. Term paper	50%	

- 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.

Objectives	The objectives of this subject are to: 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 *(Note 1)*	Upon completion of the subject, students will be able to: 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 *(Note 2)*	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. 1. Youth developmental stage and needs - Developmental stage - Self-identity exploration and formation - Friendships and intimate relationships - Bio-psycho-social needs, tasks and crises 2. Youth coping strategies - Adolescent stresses, concerns and resources - Conceptualization of coping - Coping with role changes 3. Theories on addiction - Conceptualization of addiction - Psychodynamic theory - Social learning perspective - Family system perspective - Socio-cultural perspective - Ecological perspective 4. Different kinds of addiction - Substance abuse (Alcohol, drugs, nicotine) - Behavior addiction (Social media, gaming, gambling, sex/pornography, compulsive buying/online shopping addiction) 5. Positive coping strategies and skills - Coping with separation and adversity - Resilience and happiness - Coping and achievement

Teaching/Learning Methodology *(Note 3)*	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.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

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 %				

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

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.

Regarding the group presentations, students are required to find real-life cases for topics that were covered in this class and to present the case in the lecture. This helps students to have a reflection on pathological coping and to learn more about the negative consequence brought from it.

Students are required to write a term paper with two parts. In the first part, students are required to critically discuss the concepts of coping and one addiction problem covered in the group presentation on the conceptual level. In the second part, students are expected to evaluate their coping strategies based on a thorough reflection of their role change as a university student or life experience.

Student Study Effort Expected	Class contact:	
	▪ Lectures (including Group presentation and peer evaluation)	39 Hrs.
	Other student study effort:	
	▪ Preparation for group presentation	60 Hrs.
	▪ Preparation for term paper	30 Hrs.

Total student study effort	129 Hrs.

Reading List and References	<u>Essential</u> Al'Absi, M. (2007). *Stress and addiction: Biological and psychological mechanisms.* Burlington, MA: Academic Press. Owens, B. (2015). Addiction. *Nature, 522*(7557), 45. 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. *Journal Of Sleep Research*, *20*(2), 311-317. doi:10.1111/j.1365-2869.2010.00883.x Coleman, E. (2011). Impulsive/compulsive sexual behavior: Assessment and treatment". In Grant, Jon E.; Potenza, Marc N. *The Oxford Handbook of Impulse Control Disorders*. New York: Oxford University Press. p. 375. ISBN 9780195389715. Derevensky, J., Shek, D.T.L. & Merrick, J. (2011). *Youth gambling*. Berlin: De Gruyter. Frydenberg, E. (2008). *Adolescent coping: advances in theory, research and practice*. London ; New York : Routledge. Kafka, M. P. (2010). Hypersexual disorder: A proposed diagnosis for DSM-V. *Archives of Sexual Behavior, 39*(2), 377-400. doi: 10.1007/s10508-009-9574-7 Kroger, J. (2004). *Identity in adolescence: The balance between self and other*. London ; New York : Routledge. Leung, L. (2008a). Leisure boredom, sensation seeking, self-esteem, addiction: Symptoms and patterns of cell phone use. In Konijn, E. A. et al., (Eds.), *Mediated interpersonal communication* (pp. 359-381). New York, NY: Routledge. Leung, L. (2008b). Linking psychological attributes to addiction and improper use of the mobile phone among adolescents in Hong Kong. *Journal of Children and Media, 2*(2), 93-113. Li, X., Curran, M. A., Zhou, N., Serido, J., Shim, S., & Cao, H. (2019). Financial behaviors and adult identity: Mediating analyses of a college cohort. *Journal of Applied Developmental Psychology, 64,* Article101419. Sabina, C., Wolak, J., & Finkelhor, D. (2008). The nature and dynamics of Internet pornography exposure for youth. *CyberPsychology & Behavior, 11*(6), 691-693. Shek, D. L., & Yu, L. (2013). Internet addiction phenomenon in early adolescents in Hong Kong. *International Journal Of Child Health And Human Development*, 6(1), 145-156. Shiffman, S. & Wills, T.A. (1985). *Coping and substance use*. New York, London. Academic Press, Inc. Shim, S., Xiao, J. J., Barber, B. L., & Lyons, A. C. (2009). Pathways to life success: A conceptual model of financial well-being for young adults. *Journal of Applied Developmental Psychology*, *30*(6), 708-723. Thombs, D.L. (2006). *Introduction to addictive behaviors*. The Guilford Press. London.

West, R. (2006). *Theory of addiction.* Oxford, UK; Malden, MA: Blackwell Pub.

Wood, M. D., Read, J. P., Mitchell, R. E., & Brand, N. H. (2004). Do parents still matter? Parent and peer influences on alcohol involvement among recent high school graduates. *Psychology of Addictive Behaviors, 18*(1), 19-30.

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.

Zhou, N., Cao, H., Li, X., Zhang, J., Yao, Y., Geng, X., Lin, X., Hou, S., Liu, F., Chen, X., & Fang, X. (2018). Internet addicts, possible Internet addicts, and Internet non-addicts among Chinese adolescents: Individual, parental, peer, and sociodemographic correlates. *Psychology of Addictive Behaviors, 32*, 365-372.

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. *Addictive Behaviors, 64*, 42-48.

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.