

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</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development</p> <p style="padding-left: 20px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="padding-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</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: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">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 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 														

	<p>4. reflect on positive coping options and strategies in encountering life difficulties.</p>
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. Adolescent developmental stage and needs <ul style="list-style-type: none"> - Adolescent development stage --- Self-identity - Identity status - Developmental needs, tasks and crisis 2. Adolescent coping strategies <ul style="list-style-type: none"> - Adolescent stresses, concerns and resources - Conceptualization of coping - Coping with role changes 3. Different kinds of addiction <ul style="list-style-type: none"> - Substance abuse - Alcohol addiction - Smart phone addiction - Internet addiction - Gambling - Sex addiction 4. Theories on addiction <ul style="list-style-type: none"> - Psychodynamic theory - Social learning perspective - Family system perspective - Socio-cultural perspective - Ecological perspective 5. Positive coping strategies and skills <ul style="list-style-type: none"> - Coping with separation and adversity - Resilience and happiness - Coping and achievement

Teaching/Learning Methodology	<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>																																														
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1" data-bbox="438 454 1385 963"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Participation in the lectures</td> <td>20%</td> <td>✓</td> <td>✓</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> <td></td> <td></td> </tr> <tr> <td>3. Term paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>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 student 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>Regarding the group presentations, students are required to interview persons with addiction problems and to present it in the lecture. This helps students to have a reflection on pathological coping and to learn more about the negative consequence brought from it.</p> <p>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.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Participation in the lectures	20%	✓	✓	✓	✓			2. Group presentation	30%	✓	✓	✓	✓			3. Term paper	50%	✓	✓	✓	✓			Total	100 %						
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Medium of Instruction	English
Medium of Assessment	English
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>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> <p>Kroger, J. (2004). <i>Identity in adolescence: The balance between self and other</i>. London ; New York : Routledge.</p> <p>Kuss, D. J., Griffiths, M. D., & Binder, J. F. (2013). Internet addiction in students: Prevalence and risk factors. <i>Computers In Human Behavior</i>, 29(3), 959-966. doi:10.1016/j.chb.2012.12.024</p> <p>Leung, L. (2008a). Leisure boredom, sensation seeking, self-esteem, addiction: Symptoms and patterns of cell phone use. In Konijn, E. A. et al., (Eds.), <i>Mediated interpersonal communication</i> (pp. 359-381). New York, NY: Routledge.</p> <p>Leung, L. (2008b). Linking psychological attributes to addiction and improper use of the mobile phone among adolescents in Hong Kong. <i>Journal of Children and Media</i>, 2(2), 93-113.</p> <p>Park, N., & Lee, H. (2011). Social implications of smart phone use: Korean college students' smartphone use and psychological well-being. <i>Cyberpsychology, Behavior, and Social Networking</i>, 15(9).491-497.</p> <p>Shek, D. L., & Yu, L. (2013). Internet addiction phenomenon in early adolescents in Hong Kong. <i>International Journal Of Child Health And Human Development</i>, 6(1), 145-156.</p> <p>Shiffman, S. & Wills, T.A. (1985). <i>Coping and substance use</i>. New York, London. Academic Press, Inc.</p> <p>Snyder, L. B., Milici, F. F., Slater, M., Sun, H., & Strizhakova, Y. (2006). Effects of alcohol advertising exposure on drinking among youth. <i>Archives of Pediatric & Adolescent Medicine</i>, 160(1), 18-24.</p>

	<p>Thombs, D.L. (2006). <i>Introduction to addictive behaviors</i>. The Guilford Press. London.</p> <p>West, R. (2006). <i>Theory of addiction</i>. Oxford, UK; Malden, MA: Blackwell Pub.</p> <p>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. <i>Psychology of Addictive Behaviors</i>, 18(1), 19-30.</p> <p>Young, K. S., Yue, X., & Ying, L. (2011). Prevalence estimates and etiologic models of internet addiction. In K. S. Young, C. de Abreu (Eds.), <i>Internet addiction: A handbook and guide to evaluation and treatment</i> (pp. 3-17). Hoboken, NJ US: John Wiley & Sons Inc.</p>
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