

PSY 320 Rethinking Addiction and Binge Drinking Summer 2024, Athens-Crete, Copenhagen-Stockholm

Course Instructors: Ebba Karlsson (DIS) and Eleni Koukouna (CYA)

Course description:

Addictive disorders involve complex interactions among neurobiological, psychological, environmental, and sociocultural features and can reflect problems across a range of substances or behaviors. From drug abuse to gambling, to the more controversial sex addiction and food addiction, problems with addiction share important commonalities in neurocircuitry. In this course, we will start with an overview of addiction and then zoom in on alcohol use and cultural differences between the North and South of Europe. Though alcohol is considered socially acceptable in Europe, the pattern of binge drinking (BD) or heavy episodic drinking is increasing and expanding worldwide. Young individuals who practice binge drinking are exposed to numerous adverse psychological and health-related outcomes. We will study alcohol's effects on the brain and body, personality traits related to BD, and pathways that can potentially lead to the development or exacerbation of mental health conditions.

Learning Objectives

By the end of this course, students should be able to:

- Describe the nature of addiction using a multidisciplinary framework, including biological, psychological, sociocultural, and systemic factors.
- Synthesize and critically evaluate the neural implications of addiction processes?
- Describe and critically evaluate contemporary research methods that are used to understand addiction.
- Develop critical thinking skills when it comes to addictions and binge drinking in particular. There is a great deal of controversy concerning many of the topics we will discuss and it is important to learn to navigate arguments in a coherent way.

Faculty

Ebba Karlsson

DIS Stockholm Faculty

M.Sc. in Clinical Psychology (Stockholm University, 2015), B.A. in Philosophy (Stockholm University, 2013). Visiting student in Politics and Public Policy at New York University, and research internship at Corpus Christi College, Cambridge University. With DIS since 2016.

Eleni Koukouna

CYA Athens faculty

Eleni Koukouna studied psychology at Aristotle University of Thessaloniki, Greece. She holds a Masters of Science in Neuropsychology from the University of Bristol, UK. She has extensive clinical and research experience in Greece, UK and Singapore.

She has been working with NGOs and international organizations on refugee mental health.

Approach to Teaching

Our approach to teaching is based on a core assumption: Learning is a collective endeavour in which the contribution of each individual has an impact on how much is learned overall. Lectures can serve a valuable purpose both in providing useful information and in stimulating creative thought. But genuine learning takes place only when the student takes an active role –in reading carefully, thinking critically, in raising questions and objections, and in listening to others. It is only through engaged

dialogue that we have the capacity to enrich our understanding of the world. Our expectation is that students will actively engage in the learning process, both inside and outside the classroom.

The course utilizes a variety of pedagogical methods, including lectures, discussions, student presentations, and study visits. There is a strong emphasis on discussion and student participation. Everyone is expected to not only complete the readings for each class, but to come to class well prepared to engage in discussion.

Attendance at all lectures and field studies is mandatory.

Note that it is important to check your e-mail and DIS/CYA Canvas regularly since outlines, assignment info etc. will be distributed here.

Expectations of the Students

Students are expected to have done the readings and come prepared with relevant questions and notes for each class. This will give us material to generate conversation. When responding to questions in class, make reference to our readings to support the points you are making. Students are expected to challenge themselves and their worldviews with an investigative mindset and curiosity, seeking to understand the topics at hand as well as how they relate to themselves as individuals and the world around them.

A Word on Laptops in the Classroom

The default policy for this class is **NO laptops** in the classroom. Both academic research and personal experience have shown laptops to be an enormous source of distraction and an impediment to engaged discussion as well as learning. Thank you for your understanding.

Assignments:

- **Study tour reflection paper (250 words) 20%**

The first Reflective Paper will focus on your experiences and learning during the study tour. The paper should convey what you learned during the tour, detail one particular experience that you enjoyed or was particularly memorable in some way (and why), and connect this learning to the course reading assignments (i.e., integrate theory and research in discussing your learning from the tour).

- **Student group presentations 20%**

Students will be sorted into groups and hold a presentation where they present a deeper analysis regarding a key concept/research finding from the course. The class/presentation should include both a theoretical background and a case study applying it to real-life phenomena. A critical perspective should be taken, unanswered questions should be raised and potential for future intervention/research should be considered.

- **Podcast 20%**

Select a topic to base your podcast on. Podcasts are to be between 3-4 minutes long. Within the first 10 seconds of your podcast, you are requested to clearly state your name. Introductions should be followed by the topic that you discuss. The remaining time is spent analysing your topic, explaining it to the audience, and linking it to concepts and ideas discussed during lectures.

Students are encouraged to be creative with the podcast – to have fun, and find ways to provide an informative and entertaining podcast. Students are encouraged to interview other experts on the topic, and find other content to bring into the podcast.

- **Class participation 20%**

Preparation, attendance, and engagement in classes, field studies, and guest lectures is essential in this course because it shows that you are taking responsibility for your own learning. It also demonstrates that you are keeping up with the readings and understanding the theoretical perspectives and research evidence discussed in class. Your participation and engagement grade will be calculated based on your ability to meet the following criteria:

- You are engaged throughout our class meeting/field study/guest lecture and demonstrate this by prompting discussion and/or responding to your peers by linking comments and asking relevant questions.
- Your contributions reflect a thoughtful (rather than superficial) understanding of the reading assignments and demonstrate an ability to integrate knowledge across reading assignments.
- You offer more than just personal opinion or anecdote – that is, you root your comments in the text we are discussing (e.g., “this reminds me of p. 76 where the authors indicate X”) and link ideas and comments with content from past reading assignments.
- You listen attentively and respectfully to others (and you avoid dominating or silencing others).
- You work collaboratively with people to achieve learning goals when you are placed in a small group.

At the beginning of each class there will be POP presentations where you will have the opportunity to share your critical thoughts and reactions to the reading assignments. While doing the readings you should consider the following: 1) what are the main thing that you learned from the readings, 2) what was confusing/something you would like to learn more about, 3) how does the reading connect to something else we have discussed in the course. Please do not focus on whether you liked the reading or found it to be interesting – these types of comments are superficial and should be avoided. Instead, try to demonstrate your ability to think critically and deeply about the reading assignments in your discussion post. More information about the POP presentations will be given at the start of the course.

- **Journal your observations 20%**

You are requested to journal 2 individual observations when you are out drinking or socializing in Greece, Denmark, and Sweden (about 200-250 words each).

Readings:

Text book:

Maté, G. (2018). *In the realm of hungry ghosts: Close encounters with addiction*. Penguin Random House.

Articles:

[Heilig, M., MacKillop, J., Martinez, D., Rehm, J., Leggio, L., & Vanderschuren, L. J. \(2021\). *Addiction as a brain disease revised: why it still matters, and the need for consilience. *Neuropsychopharmacology*, 46\(10\), 1715-1723.*](#)

Pennay, A., Holmes, J., Törrönen, J., Livingston, M., Kraus, L., & Room, R. (2018). Researching the decline in adolescent drinking: The need for a global and generational approach. *Drug & Alcohol Review*, 37(S1), S115–S119. <https://doi.org/10.1111/dar.12664>

Pape, H., Rossow, I., & Brunborg, G. S. (2018). Adolescents drink less: How, who and why? A review of the recent research literature. *Drug & Alcohol Review*, *37*(S1), S98–S114.

<https://doi.org/10.1111/dar.12695>

Wolfschlag, M., & Håkansson, A. (2021). Increased risk for developing gambling disorder under the treatment with pramipexole, ropinirole, and aripiprazole: A nationwide register study in Sweden. *PLoS One*, *16*(6), e0252516.

Other media:

Film: *Another round* (2020)

<https://www.imdb.com/title/tt10288566/>

Preliminary schedule: A detailed daily schedule with required readings will be distributed at the start of the course. What follows is a draft schedule.

Date, time and location	Topic and readings
June 24 th Athens	Arrival day Athens Dinner: Getting to know each other
June 25 th Class 1 Athens	<p>10 - 11.30am Walking tour to Zapio park</p> <p>1pm - 3pm In-class lecture: Introduction to the course Topics to be covered today:</p> <ul style="list-style-type: none"> · Introduction and presentations · Information about the course · Your expectations, hopes, and fears · What do we want the classroom to be like? <p>Required readings: Introduction and chapters 1-3 in Maté, G. (2018). <i>In the realm of hungry ghosts: Close encounters with addiction</i>. Penguin Random House.</p>
June 26 th Class 2 Athens	<p>10 - 11.30am Cultural visit to Goulandri Museum</p> <p>1 - 2.30pm In-class lecture: Starting from "Why?" Required readings: Chapter 17-18 and 23 in Maté, G. (2018). <i>In the realm of hungry ghosts: Close encounters with addiction</i>. Penguin Random House.</p>
June 27 th Class 3 Athens	<p>10 - 11.30am Field visit to Kethea rehabilitation centre https://www.kethea.gr/en/</p> <p>1 - 3pm In class lecture: A new look at addiction</p> <p>Required readings: Chapters 11-13, 19-21 in Maté, G. (2018). <i>In the realm of hungry ghosts: Close encounters with addiction</i>. Penguin Random House. Heilig, M., MacKillop, J., Martinez, D., Rehm, J., Leggio, L., & Vanderschuren, L. J. (2021). Addiction as a brain disease revised: why it still matters, and the need for consilience. <i>Neuropsychopharmacology</i>, <i>46</i>(10), 1715-1723.</p>

June 28 th Class 4 Athens	<p>10 - 11.30am Field visit: Walking tour to the farmers' market discussing food addiction</p> <p>6- 8.30pm Open air cinema: Another round (2020) Film screening followed by a half an hour discussion https://www.imdb.com/title/tt10288566/</p> <p>Required readings: Chapters 8-10 and 17-19 in Maté, G. (2018). <i>In the realm of hungry ghosts: Close encounters with addiction</i>. Penguin Random House.</p>
July 1st Class 5 Athens	<p>10am - 1pm Field visit: Excursion Kokotos winery</p>
June 2nd Class 6 Athens	<p>10 - 11.30am Field visit: Coffee walk - the addicted brain</p> <p>1 - 3pm In-class lecture: The addicted brain What have we learned so far? Preparation for study tour</p> <p>Required readings: Chapters 14-16 in Maté, G. (2018). <i>In the realm of hungry ghosts: Close encounters with addiction</i>. Penguin Random House.</p>
July 3rd Class 6 Crete	<p>8 - 8.55am: Flight to Heraklion, Crete</p> <p>10 - 11am Local brunch</p> <p>11am - 1pm Field visit to Nikos Kazantzakis museum. Nikos Kazantzakis was a greek writer, whose work includes testimonies of the culture of alcohol drinking especially among the males of Crete. We will read parts of his book and we will analyse the texts.</p> <p>5 PM: Check-in Hotel</p>
July 4th Class 7 Crete	<p>9 - 12 noon Field visit to the University General Hospital of Heraklion</p> <p>5 - 7pm Dinner at a cretan tavern</p>
July 5th Travel Day Greece	<p>10 - 12 noon: (30H) Field visit to the Mobile Unit of Kethea in Heraklion</p> <p>3 - 3.50pm: Flight to Athens</p>
July 6 &7 Athens	Free weekend
July 8 th	<p>Travel day to Copenhagen Preliminary schedule for Copenhagen, exact times and dates for visits and classes may be subject to change.</p>
July 9 th Class 9 CPH	<p>9:30 - 11:30 Arrival workshop Copenhagen</p> <p>11:30 - 12:30 Lunch on own</p> <p>1 - 2:30pm In-class lecture: Treating addiction, breaking the cycle</p> <p>Required reading: Chapters 29-34 in Maté, G. (2018). <i>In the realm of hungry ghosts: Close encounters with addiction</i>. Penguin Random House.</p>
July 10 th Class 10 CPH	<p>10 - 12 noon Field visit to the injection site H17 to learn more about harm reduction. <i>In the center of Copenhagen's meatpacking district lies H17, the biggest injection site in the Nordics. Here, hardcore users can come several times a day and inject or smoke drugs – mainly heroin, cocaine, and methadone – in an enclosed environment and supervised by medical staff.</i> https://kodbyen.kk.dk/en/contact/h17-drug-intake-house</p> <p>1:30 - 3:30pm In-class lecture: Introduction to trends in alcohol use amongst youth</p> <p>Required readings: Pennay, A., Holmes, J., Törrönen, J., Livingston, M., Kraus, L., & Room, R. (2018). Researching the decline in adolescent drinking: The need for a global and generational approach. <i>Drug & Alcohol Review</i>, <i>37</i>(S1), S115–S119. https://doi.org/10.1111/dar.12664</p>

	Pape, H., Rossow, I., & Brunborg, G. S. (2018). Adolescents drink less: How, who and why? A review of the recent research literature. <i>Drug & Alcohol Review</i> , <i>37</i> (S1), S98–S114. https://doi.org/10.1111/dar.12695
July 11 th CPH	9:30 - 11:30am Field visit: Addiction Centre Copenhagen- https://bornibyen.dk/places/28636-dansk-misbrugsbehandling 1 - 2.30 pm In-class lecture TBD
July 12-13th	Days off
July 14 Sthlm	Study tour Stockholm Preliminary schedule, exact date and times of activities may be subject to change Train to Stockholm in the morning 1:30 - 3pm Field visit: A guided walking tour with the guide Hasse at T-centralen who shares his experience of living as a homeless person in Stockholm. Please prepare at least 2-3 questions you want to ask, and you are encouraged to ask about anything and not be afraid of asking "unpolite" questions. https://www.streetbusiness.se/varstad/ 5 - 8pm Dinner and boule at Boulebar https://www.boulebar.se/bar-restaurang/tanto-stockholm
July 15th Sthlm	10 - 12 noon Field visit: Casino Cosmopol We will visit Casino Cosmopol to learn about the Swedish state run casinos, Swedish law and policies and how they work to reduce the harmful effects of gambling addiction. https://casinocosmopol.se/om-oss/ Reading: Wolfschlag, M., & Håkansson, A. (2021). Increased risk for developing gambling disorder under the treatment with pramipexole, ropinirole, and aripiprazole: A nationwide register study in Sweden. <i>PLoS One</i> , <i>16</i> (6), e0252516. 2 - 4pm Field visit: Situation Sthlm We will visit Situation Sthlm, a street magazine sold by homeless people living in Stockholm to learn about their work. https://www.situationsthlm.se/var-verksamhet/
July 16th Sthlm	10 - 11:30am Field visit: St Görans hospital needle exchange program Time to explore Stockholm on own 4 - 8pm Nature hike and bonfire dinner
July 17th Sthlm	10 - 12 noon Field visit to Systembolaget headquarters We will visit the state run alcohol monopoly to learn more about Swedish alcohol policies and regulations. https://www.omssystembolaget.se/ Flights to CPH
July 18th CPH	10 - 12 noon In-class lecture: Follow up study tour - what have we learned? Student presentations
July 19 th CPH	10 - 12 noon In-class lecture: Wrap up, what have we learned? End of course