

Subject Code	RS1A02
Subject Title	Obsessions, Compulsions and Addictions in Modern Life
Credit Value	3
Level	1
Cluster Area	Human Nature, Relations and Development (HRD)
Medium of Instruction	English
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	Humans are habitual beings. Obsessions, compulsions, and addictions are part of normal human experience that often engages us in goal-directed behavior and to pursue meaning, but could also captivate us in rewarding and/or detrimental ways. This subject aims to help students understand the nature and range of common obsessions, compulsive and addictive behaviors in modern societies. The subject further examines how biological make-up, individual motivation & emotion, and socio-economic forces could shape compulsive and addictive behavior. Students are guided to explore and identify strategies that are effective in managing obsessions, compulsions and addictions used by individuals and by the society.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (a) Analyze the origins, functions and impact of common compulsions and addictions for individuals and for modern societies. (b) Conduct a self-assessment of one's lifestyle, well-being, obsessions, compulsive and addictive behavior. (c) Critically examine lay and professional theories of addictions and compulsions. (d) Analyze the individual, social, cultural, and economic factors shaping compulsive and addictive behavior. (e) Explore and identify strategies for management of compulsions and addictions by individuals and by the society.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. The Nature and Roots of Obsessions, Compulsions and Addictions <ol style="list-style-type: none"> (a) Origins of obsessions and compulsions (b) Biological, psychological, and social theories of addictions. (c) The "Serious Leisure" perspective (d) Food: over-eating, obesity, eating disorders, 'nutritionism' (e) Weight, figure, and beauty (f) Love, obsessions, and stalking (g) Sex: compulsive sex, pornography (h) Compulsive shopping and hoarding (i) Perfection, achievement, and workaholic behavior (j) Problematic internet use and online gaming (k) Problems gambling (l) Alcohol, tobacco, drugs, and substance abuse 2. Compulsions, addiction, and individual well-being <ol style="list-style-type: none"> (a) Biological aspects of compulsive and addictive behavior (b) Emotions and addictions (c) Compulsions and addictions as mental disorders? (d) Impact of compulsions and addictions on health (e) Self-assessments and standardized assessments 3. Compulsion, addictions and the society <ol style="list-style-type: none"> (a) The age of obsession, compulsion, and addiction

	<ul style="list-style-type: none"> (b) Social, cultural, economic, and technological forces shaping compulsions and addictions (c) Health promotion strategies and programs (d) Addiction, social policies, and the law (e) Addiction as a spiritual issue <p>4. Self-management strategies and self-directed behavior</p> <ul style="list-style-type: none"> (a) Healthy boundaries (b) Emotions management strategies (c) Cognitive-behavioral strategies (d) Self-efficacy and self-management (e) Peer, mutual help, and social interventions (f) Medical interventions (g) Spirituality and purpose in life 																																								
<p>Teaching/Learning Methodology</p>	<p>Lectures: introduce to students about the common types of compulsive and addictive behavior in modern societies.</p> <p>Online exercises: Students are required to watch videos related to compulsive and addictive behaviors and provide reflections on them. Complete online questionnaires and exercises that help them understand their own obsessions, compulsions, and addictions.</p> <p>Workshop (in tutorial groups): Using discussion, role plays, demonstrations, guide students to critically examine the origins and features of compulsions and addiction, and examine the key strategies in containing and managing compulsions and addictions by individuals and the society.</p> <p>Seminar: Each student will prepare and give a presentation to share about their own serious leisure, obsessions, compulsions, and addictions with the class..</p>																																								
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="536 1352 1487 1666"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>1. Essay</td> <td>40</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>2. Quiz</td> <td>40</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Seminar</td> <td>20</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>The students will write a short essay on the nature, origins, and management of a particular type of compulsive or addictive behavior that they are interested in. The assignment requires them to integrate knowledge learned, and to reflect on their own growth and development. Students are encouraged to make use of the results of the online questionnaires or self-assessment exercises in self-reflection. The multiple choice quiz will be a comprehensive test of student’s knowledge of key concepts and their learning in the subject.</p> <p>For the seminar, students will share their experience in one kind of serious leisure, obsession, compulsion, or addiction. The topic will require students to develop deeper self-understanding, examine how the obsession or addictive behavior is rewarding to them, how it may have impact on their health and motivation, and how they manage such behavior.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Essay	40	✓	✓			✓	2. Quiz	40	✓		✓	✓	✓	3. Seminar	20			✓	✓	✓	Total	100 %					
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Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Workshops	8 Hrs.
	▪ Seminars (includes consultation)	5 Hrs.
	Other student study effort:	
	▪ Self-study	50 Hrs.
	▪ Preparation of seminar presentation	20 Hrs.
	Total student study effort	109 Hrs.
Reading List and References	<p>Maj, Mario. Obsessive-Compulsive Disorder. Chichester : John Wiley & Sons, 2000.</p> <p>Hollander, Eric. "Current Insights in Obsessive Compulsive Disorder." Chichester: J. Wiley, 1994.</p> <p>Mukhopadhyay, Pritha, and Sreemoyee Tarafder. Obsessive Compulsive Disorder : a Neuropsychological Approach. Ed. Pritha Mukhopadhyay and Sreemoyee Tarafder. Los Angeles, CA: SAGE Publications, Inc., 2018.</p> <p>Grabill, Kristen et al. "Assessment of Obsessive–compulsive Disorder: A Review." <i>Journal of anxiety disorders</i> 22.1 (2007): 1–17.</p> <p>Viol, Kathrin et al. "Multi-Level Assessment of Obsessive-Compulsive Disorder (OCD) Reveals Relations Between Neural and Neurochemical Levels." <i>BMC psychiatry</i> 20.1 (2020): 559–559.</p> <p>Skapinakis, Petros et al. "Pharmacological and Psychotherapeutic Interventions for Management of Obsessive-Compulsive Disorder in Adults: a Systematic Review and Network Meta-Analysis." <i>The Lancet. Psychiatry</i> 3.8 (2016): 730–739.</p> <p>Pato, Michele Tortora, and Joseph. Zohar. <i>Current Treatments of Obsessive-Compulsive Disorder</i>. 2nd ed. Washington, D.C. ;: American Psychiatric Press, 2001.</p> <p>Dua, Devakshi, Gopika Jagota, and Sandeep Grover. "Management of Obsessive-Compulsive Disorder with Virtual Reality-Based Exposure." <i>Industrial psychiatry journal</i> 30.1 (2021): 179–181. Web.</p> <p>Epstein, D. H., Willner-Reid, J., & Preston, K. L. (2010). Addiction and emotion: Theories, assessment, and treatment implications. In J. D. Kassel (Ed.) <i>Substance abuse and emotion</i> (pp.259-28). Washington, D.C.: American Psychological Association.</p> <p>Kuczynski, A. (2008) <i>Beauty junkies: In search of the thinnest thighs, perkier breasts, smoothest faces, whitest teeth, and skinniest, most perfect toes in America</i>. USA: Broadway.</p> <p>Lam, T. H., Lee, S. W., Fung, S., Ho, S. Y.; Lee, P. W. H. et al. (2009). Sociocultural influences on body dissatisfaction and dieting in Hong Kong girls. <i>European Eating Disorders Review</i>, 17, 152-160.</p>	

	<p>Lee, P. S. N., Leung, L., Lo, V. Lo, & C. Xiong, & Wu, T. (2011). Internet communication versus face-to-face interaction in quality of life. <i>Social Indicators Research</i>, 100, 375-389.</p> <p>Prater, V., & Prater, G. (2009). <i>Love and pornography: Dealing with porn and saving your relationship</i>. USA: True Wind Publishing.</p> <p>Raylu, N., & Oei, T. P. S. (2002). Pathological gambling: A comprehensive review. <i>Clinical Psychology Review</i>, 22, 1009-1061.</p> <p>Room, R. (2007). Social policy and psychoactive substances. In d. Nutt, T. W. Robbins, & G. V. Stimson (Eds.) <i>Drugs and the future: Brain science, addiction, and society</i> (pp.337-358). London: Elsevier Ltd.</p> <p>Robinson, B.E. (2007). <i>Chained to the desk: A guidebook for workaholics, their partners and children, and the clinicians who treat them</i>. New York, USA: New York University.</p> <p>Stebbins, R. (2001). Serious leisure, <i>Society</i>, 38, 53-57.</p> <p>Watson, D. L. (2007). <i>Self-directed behavior: Self-modification for personal adjustment</i> (9th Ed.). Belmont, CA: Thomson Higher Education.</p> <p>West, R. (2006). <i>Theory of Addiction</i>. Oxford, Oxfordshire: Blackwell Publishing.</p> <p>Wolfgang, S. (2008). <i>Dieting, overweight, and obesity: Self-regulation in a food-rich environment</i>. Washington, D.C.: American Psychological Association.</p> <p>Wong, Oi Ling. (2010). Childhood obesity in a Chinese family context. <i>Contemporary Family Therapy: An International Journal</i>, 32, 335-347.</p>
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