

ADDICTION STUDIES

Module leader: Zsolt Demetrovics

Teachers of the module: Zsolt Demetrovics, József Rácz, Gyöngyi Kökönyei, Emmanuel Kuntshe, Katalin Felvinczi, Róbert Urbán

CURRICULUM:

1. Theoretical basis of addiction psychology I.

- a) Models of addiction psychology
- b) Addictions from the narrative psychology perspective
- c) Emotion regulation in chemical and behavioral addictions
- d) The social cognitive and self-regulation models of addictions

2. Theoretical basis of addiction psychology II.

- a) Evaluation of interventions and intervention systems targeting treatment of addiction problems
- b) Behavioral addictions
- c) Trauma and addictions

3. Current addiction research

4. Quantitative and qualitative methods in addiction research

- a) Qualitative drug research
- b) Individual behavior in social and environmental context
- c) Population survey methods
- d) Systematic literature review and meta-analysis

5. Practice of addiction research

GUIDED RESEARCH

The student conducts independent research joined to the researchers of the module under the guidance of the supervisor (21 credits).

EXPANDED COURSE DESCRIPTIONS

1/A. MODELS OF ADDICTION PSYCHOLOGY

Zsolt Demetrovics

Objective of this course is the review and analysis of biological, psychological and socio-psychological models explaining chemical and behavioral addictions. The course aims at comparing different approaches and analyzing their empirical backgrounds along the relevant scientific literature.

Demetrovics Zs. (2007). *A droghasználat funkciói*. Budapest: Akadémiai Kiadó.

Demetrovics Zs. (szerk.) (2007, 2009). *Az addiktológia alapjai I-III*. Budapest: ELTE Eötvös Kiadó.

Marlatt, G. A., Witkiewitz, K. (Eds.) (2009). *Addictive behaviors: New readings on etiology, prevention, and treatment*. Washington: American Psychological Association.

Scheier, L. M. (2009). *Handbook of drug use etiology: Theory, methods, and empirical findings*. Washington: American Psychological Association.

1/B. ADDICTIONS FROM THE NARRATIVE PSYCHOLOGY PERSPECTIVE

József Rácz

Illness (addiction) and recover narratives: the process of narrative identity shifting, the organization of the non-addict identity and the significance of turning points. Narrative approach of risk based on the reports of drug users; narrative representations of risk taking and being exposed to risk. The process of therapy; narratives of substance user clients and professionals; commonalities, differences, strategies and tactics; the rules of the "game of truth" (Ning, 2005). Review of the current narrative psychology and addiction literature.

Frank, A. W. (1995). *The Wounded Storyteller: Body, illness, and ethics*. Chicago: The University of Chicago Press.

Häninen, V., Koski-Jännes, A. (1999). Narratives of recovery from addictive behaviours. *Addiction*, 94(12), 1837-1848.

- Jensen, G. H. (2000). *Storytelling in Alcoholics Anonymous. A rhetorical analysis*. Southern Illinois University Press, Carbondale and Edwardsville.
- László, J. (2005). *A történetek tudománya*. Új Mandátum Kiadó, Budapest.
- McIntosh, J., McKeganey, N. (2000). Addicts' Narratives of Recovery from Drug Use. *Social Science & Medicine*, 50(10), 1501-1510.
- Ning, A. M. (2005). Games of Truth: Rethinking Conformity and Resistance in Narratives of Heroin Recovery. *Medical Anthropology*, 24, 349–382.
- Péley B. (2002). *Rítus és történet. Beavatás és kábítószeres létezés mód*. Új Mandátum Kiadó, Budapest.
- Rhodes, T., Watts, L., Davies, S., Martin, A., Smith, J., Clark, D., Craine, N., Lyons, M. (2007). Risk, shame and the public injector: A qualitative study of drug injecting in South Wales. *Social Science & Medicine*, 65, 572–585.

1/C. EMOTION REGULATION IN CHEMICAL AND BEHAVIORAL ADDICTIONS

Gyöngyi Kökönyei

Traditional as well as modern theories and empirical results clearly support that characteristics of emotional life, thus negative emotions, emotion regulation difficulties and maladaptive emotion regulation strategies, take part in the onset and/or persistence of addictions. The course, accordingly, aims to introduce the current emotion regulation approaches and the related research methods. Emotion regulation definitions, major forms of emotion regulation and characteristics of emotion regulation strategies will be analyzed. Besides the neurobiological background of emotion regulation, those socialization factors will also be discussed, which shape the emotion regulation competencies. For the reason that emotion regulation is directed by different context-specific motivational and social processes, the developmental sequences of emotion regulation processes (and strategies) will be reviewed as well. Another objective of the course is to organize the knowledge concerning emotion regulation in such a way that might inspire and facilitate new directions of research in the fields of psychoactive substance use and behavioral addictions.

Greenberg, L.S. (2007). Emotion Coming of Age. *Clinical Psychology: Science and Practice*, 14, 414-421.

Gross, J.J., Thompson, R.A. (2007). Emotion regulation. Conceptual foundations. In: Gross, J.J. (ed). *Handbook of Emotion Regulation*. Guilford Publications. 3-24.

A Clinical Psychology: Science and Practice 2007-es decemberi száma

Child Development folyóirat 2004-es tematikus kötete Nathan Fox szerkesztésében gyűjteményes kötet: The development of emotion regulation and dysregulation: Biological and behavioral aspects. Monographs of the Society for Research in Child Development).

Mueser, K.T., Kavanagh. D.J., Brunette, M.F. (2007). Implications of Research on Comorbidity for the Nature and Management of Substance Misuse. In: P.M. Miller & D.J. Kavanagh (Eds.), Translation of addictions science into practice. pp. 227-320. Oxford: Elsevier.

1/D. THE SOCIAL COGNITIVE AND SELF-REGULATION MODELS OF ADDICTIONS

Róbert Urbán

The course reviews the recent proceedings of social cognitive theories and self-regulation models applied to addiction problems. During the course the relevant classic models (will power (Mischel), self-regulatory strength (Baumeister), goal-oriented behavior (Carver & Scheier)) and modern models including the rational vs irrational decision models of addiction (West, 2005), the research on impulse control, the concepts of social cognitive theory, the models of relapse prevention and specific issues of self-regulation (e.g. craving, urge) will be reviewed. During the course studies concerning prevention and/or intervention strategies based on the above theories will also be reviewed.

Bardo et al. (2011). *Inhibitory Control and Drug Abuse Prevention: From Research to Translation*. London: Springer.

Vohs, K. D. & Baumeister, R. F. (2011). *Handbook of self-regulation*. New York: The Guilford Press.

West, R. (2005). *Theory of addiction*. London: Backwell Publishing.

2/A. EVALUATION OF INTERVENTIONS AND INTERVENTION SYSTEMS TARGETING TREATMENT OF ADDICTION PROBLEMS

Katalin Felvinczi

There is an increasing need for the evaluation of interventions and intervention systems both on the side of professionals implementing and on the side of stakeholders financing the interventions. The methodology of evaluation is generally better elaborated concerning the outcome and process evaluation of interventions and intervention programs and there are detailed research protocols available in this field. At the same time however, the methodology of policy level evaluation is extremely complex, diverse assessment techniques and approaches are known and there is no real consensus on these among professionals (see more in Stern, 2007).

In the frame of this course participants review the different forms of program and intervention evaluation (RTC, quasi experimental assignment, pre-test/post-test, meta-analyses) and levels of evidence. Participants analyze specific programs/interventions and experiences of the evaluation studies of these interventions. They become familiar with the characteristics of evidence based/evidence informed programs, the actual content of best practices and relevant international databases (Cochrane, EDDRA, EMCDDA best practice portal). They also get to know the current practices concerning policy evaluation and evaluation experiences of specific addiction policies (see e.g.: Trautmann et al, 2006; Mintzberg, 2007; Vitrai et al 2009; McDonald et al, 2010, 2011).

After reviewing the evaluation methods and experiences, the course focuses on methods of program, intervention and policy planning and best practices and recommendations in literature.

European Monitoring Centre for Drugs and Drug Addiction (1998). *Guidelines for the evaluation of drug prevention. A manual for programme-planners and evaluators.* Luxembourg: Office for Official Publications of the European Communities.

European Monitoring Centre for Drugs and Drug Addiction (2000). *Evaluation: a key tool for improving drug prevention.* Luxembourg: Office for Official Publications of the European Communities.

European Monitoring Centre for Drugs and Drug Addiction (2010). *Prevention and Evaluation Resources Kit (PERK).* Luxembourg: Office for Official Publications of the European Communities.

- McDonald, D. (2011). Developing and trialing a checklist of criteria for assessing the excellence of drug strategy documentation through assessing the respective qualities of the new (2010/2011) national drug strategies of the USA, the United Kingdom and Australia, International Society for the Study of Drug Policy Annual Conference, Utrecht, 23-24 May
- Mintzberg, H. (2007). *Tracking strategies: toward a general theory*. Oxford University Press.
- Paksi B., Demetrovics Zs. (2003). *A prevenció gyakorlat megismerése*. Budapest: L'Harmattan.
- Stern, E. (ed.) (2007). *Evaluation research methods*. Sage Publications.
- Trautmann, F., Galla, M., Gageldonk, A. (2006). *How to strengthen the coordination of drug policy formulation and evaluation in Hungary*. Utrecht: Trimbos Institute.
- Vitrai, J. és mtsai. (2009). Tanulmány a „Nemzeti drogstratégia a kábítószer probléma visszaszorítására” megvalósulásának dokumentum és mélyinterjú-elemzésen alapuló értékeléséről, EgészségMonitor Kutató és Tanácsadó Közhasznú Kft. Budapest, 2009

2/B. BEHAVIORAL ADDICTIONS

Zsolt Demetrovics

The course aims at elaborating specifically the phenomena of behavioral addictions. The objective is the detailed analysis of these disorders; their symptomatology, their course, etiology and the introduction of the relevant therapeutic interventions. In addition, the purpose of the course is the analysis of the relationship between the chemical and behavioral addictions, the exploration and analysis of the common etiological factors and differences. In the frame of the course primarily the following disorders will be analyzed: pathological gambling, addiction related to online games, internet addiction, work addiction, trichotillomania, compulsive buying and exercise addiction. Besides the following references the course is based on the current empirical literature.

- Demetrovics Zs., Kun B. (szerk.) (2010). *Az addiktológia alapjai IV*. Budapest: ELTE Eötvös Kiadó.
- Petry, N. M. (2005). *Pathological Gambling: Etiology, Comorbidity and Treatment*. Washington: American Psychological Association.

2/C. TRAUMA AND ADDICTIONS

Gyöngyi Kökönyei

The aim of the course is two-fold; (1) first, it deals with attachment trauma (neglect and abuse) in the background of various addiction problems, (2) second, out of the possible responses given to traumas it investigates substance use as a maladaptive response. Regarding the second issue, research results on the relationship between posttraumatic stress disorder (PTSD) and substance use will be discussed in the frame of current PTSD models. In order to understand the relationship between attachment traumas and addiction problems the biological and psychological effects of trauma will be examined and results of those longitudinal studies will also be reviewed which highlight long-term effects. In addition, prevention and intervention strategies possibly preventing effects of attachment traumas will also be reviewed. In connection with this, the topic of resilience and relevant knowledge on posttraumatic growth will also be discussed.

Alistic, E. (et al). (2011). Building child trauma theory from longitudinal studies: a meta-analysis. *Clinical Psychology Review*, 5, 736-747.

Ehlers, A., Clark, D.M. (2000). A poszttraumás stresszbetegség kognitív modellje. *Psychiatria Hungarica*, 15(3), 249-275.

Kökönyei Gyöngyi, Várnai Dóra (2007). A korai kapcsolati traumák –elhanyagolás és bántalmazás – hatása az agyi, a biológiai és a lelki fejlődésre. In: Demetrovics, Zs., Kökönyei, Gy., Oláh, A (szerk.). *Személyiséglélektantól az egészségpszichológiáig. Tanulmányok Kulcsár Zsuzsanna tiszteletére*. Trefort Kiadó, Bp. 224-269.

Kulcsár Zs. (szerk.): *Teher alatt...* Trefort Kiadó, Bp. kötet tanulmányai

Schore, A.N. (1994). *Affect regulation and the origin of the self: The neurobiology of emotional development*. Mahwah, NJ: Lawrence Erlbaum.

3. CURRENT ADDICTION RESEARCH

Gyöngyi Kökönyei, Róbert Urbán, Zsolt Demetrovics

The course applying the style of „journal club” introduces the current issues of the field by means of reviewing and critical reading of recent studies. During the course participants interpret articles published in leading scientific journals of addictionology and through critical reading of these studies will the knowledge of students be deepened. Journals in focus are: *Addiction*, *Addictive Behaviors*, *Psychology of Addictive Behaviors*, *Nicotine and Tobacco Research*, *European Addiction Research*, *Journal of Behavioral Addictions*.

4/A. QUALITATIVE DRUG RESEARCH

József Rácz

Main theories of qualitative approach: characteristics of paradigmatic and narrative thinking (Bruner), concept of the hermeneutic circle (epistemology basis). Methods of qualitative surveys in practice: the fieldwork (observation, participant observation, interviews, focus groups, clinical research), roles and identities in the field, qualitative research of multimodal texts (online and offline options). Analysis of qualitative data: from the field text to the research text: coding options; analysis of the parallel layers of text from the narrative perspective (primarily based on the questions of perspective, modality and authorship). Possibilities of applying the Grounded Theory. Reporting and presentation of qualitative data: relation of author and reader; presenting the quantitative data gained from qualitative studies. Publication criteria of journals presenting qualitative studies; especially concerning quotations from research texts. Review of current articles on addictions and qualitative studies.

Denzin, N. K., Lincoln, Y. S. (Eds.) (2000). *Handbook of qualitative research*. Sage, Thousand Oak.

Fountain, J., Hartnoll, R., Olszewski, D., Vicente, J., Greenwood, G., Robertson, K. (Eds.) (2000). *Understanding and responding to drug use: the role of qualitative research*. EMCDDA Scientific Monograph Series, No. 4, Luxembourg: Office for Official Publications of the European Communities.

Gelencsér K. (2003). Grounded Theory. *Szociológiai Szemle 1*, 143-154.

Laczkó K. (é.n.) *Adalékok a szövegtan tanításához.* <http://www.anyanyelv-pedagogia.hu/cikkek.php?id=285>

László J. (2005). *A történetek tudománya.* Új Mandátum Kiadó, Budapest.

Rácz J. (2006). *Kvalitatív drogkutatások. Kvalitatív kutatások budapesti droghasználók között.* L'Harmattan Kiadó, Budapest.

4/B. INDIVIDUAL BEHAVIOR IN SOCIAL AND ENVIRONMENTAL CONTEXT

Kuntsche, Emmanuel

In social sciences, researchers are often confronted with nested data structures, which is the case, for example, in diary studies when daily or situational assessments are nested within individuals, or in survey research, when students are nested within classrooms or faculties within schools or universities or when employees are nested within departments or working groups with companies or organizations. Moreover, these schools, universities, companies, and organizations themselves are clustered within regions, countries, and continents. The clustering of data brings along some inconveniences but also considerable strengths. Among the inconveniences is the fact that individuals due to the higher interaction density tend to be or to behave more similar inside the clusters than individuals between the clusters. This circumstance also affects significance testing since the standard errors in cluster sampling designs are usually smaller than they normally would be when using random sampling, for example, by selecting randomly one individual per cluster. However, cluster sampling designs also incorporate strong features. Basic advantages are the easy feasibility and the high cost-effectiveness. However, among the most prominent advantages is the circumstance that information about the characteristics of the different clusters can be used to explain differences and relationships within the units in the clusters (individuals, days, situations, etc.). For example, the specific characteristics of the country, region, or neighborhood in which a high school, university, company, or organization is located might (partly) explain why the individual behave differently in one location compared to another high school, university, company, or organization. Why individuals react differently in different situations might be (partly) explained by the particular personality factors of these individuals. The present lecture will provide an introduction in the characteristics of nested data structures and their properties. It will deal with ways to describe the magnitude of clustering and to adjust for sampling design effects in (regression) analyses. Furthermore, innovative analytic techniques will be presented and ways to use inter-individual characteristics to explain intra-individual relationships.

Hox, J.J. (2002). *Multilevel analysis: Techniques and applications*. Mahwah, NJ: Lawrence Erlbaum Associates.

Kish, L. (1965). *Survey Sampling*. New York: Wiley.

- Kuntsche, E. & Cooper, M. L. (under review). Drinking motives are better predictors of weekend drinking than drinking habits themselves. Results from an SMS diary study.
- Kuntsche, E., Overpeck, M., & Dallago, L. (2008). Television viewing, computer use and hostile perception of classmates among adolescents from 34 countries. *Swiss Journal of Psychology*, 67(2), 97-106.
- Kuntsche, E., Gmel, G., Wicki, M., Rehm, J., & Grichting, E. (2006). Disentangling gender and age effects of risky single occasion drinking during adolescence. *European Journal of Public Health*, 16(6), 670-675.
- Kuntsche, E., Kuendig, H., & Gmel, G. (2008). Alcohol outlet density, perceived availability, and adolescent alcohol use – A multi-level structural equation model. *Journal of Epidemiology and Community Health*, 62(9), 811-816.
- Kuntsche, E. N. & Kuendig, H. (2005). Do school surroundings matter? Alcohol outlet density, perception of adolescent drinking in public, and adolescent alcohol use. *Addictive Behaviors*, 30(1), 151-158.
- Kuntsche, E., Stewart, S. H., & Cooper, M. L. (2008). How stable is the motive-alcohol use link? A cross-national validation of the Drinking Motive Questionnaire Revised (DMQ-R, Cooper, 1994) among adolescents from Switzerland, Canada, and the US. *Journal of Studies on Alcohol and Drugs*, 69(3), 388-396.

4/C. POPULATION STUDIES ON ADDICTIONS AND IN HEALTH RESEARCH

Gyöngyi Kökönyi

Purpose of the course is to review theoretical foundations, methods and results of national and international (representative) population studies on health behavior. During the course characteristics of sampling, weighting, coding and data analysis processes, their difficulties, barriers and possible biases will be analyzed. Besides the adult population surveys, studies targeting school-aged children (e.g. Health Behavior in School-aged Children, ESPAD) and substance use of special populations (e.g. inmates, children living in foster institutions) will be highlighted. In addition to the prevalence of health behaviors, knowledge on the effects of the psychosocial setting will also be reviewed. Moreover, we analyze the domestic and international trends of adverse health behaviors and the possible reasons behind them. Along cross-sectional studies results of studies presenting longitudinal data will also be examined and in this context the issue of primary prevention (universal, selective and indicated prevention) will also be discussed.

Németh Á. (szerk.). (2007). *Serdülőkorú fiatalok egészsége és életmódja. Az Iskoláskorú Gyermekek egészségmagatartása elnevezésű, az Egészségügyi Világszervezettel együttműködésben zajló nemzetközi kutatás 2006. évi felmérésének nemzeti jelentése.* Országos Gyermekeségységügyi Intézet, Budapest.

Németh Á., Költő A. (szerk.). (2011). *Serdülőkorú fiatalok egészsége és életmódja 2010. Az Iskoláskorú Gyermekek egészségmagatartása című, az Egészségügyi Világszervezettel együttműködésben zajló nemzetközi kutatás 2010. évi felméréséről készült nemzeti jelentés.* Országos Gyermekeségységügyi Intézet, Budapest.

Currie, C., Giebler, R., Inchley, J., Theunissen, A., Molcho, M., Samdal, O. & Dür, W. (eds.) (2010). *Health Behaviour in School-aged Children (HBSC) Study Protocol: Background, Methodology and Mandatory Items for 2009/10 Survey.* Edinburgh: CAHRU c Vienna: LBIHPR. <http://www.hbsc.org>

Elekes, Zs. (2009). *Egy változó kor változó iffúsága. Fiatalok alkohol- és egyéb drogfogyasztása Magyarországon – ESPAD 2007.* L'Harmattan Kiadó, Budapest, 41-49.

Paksi, B. et al (2009). A magyar népesség addiktológiai problémái: az Országos Lakossági Adatfelvétel az Addiktológiai Problémákról (OLAAP) reprezentatív felmérés

módszertana és a minta leíró jellemzői. *Mentálhigiéné és Pszichoszomatika*, 10, 273-300.

Boros J, Németh R, Vitrai J. (szerk.) *Országos Lakossági Egészségfelmérés OLEF2000. Kutatási Jelentés*. Országos Epidemiológiai Központ, Budapest 2002.

4/D. SYSTEMATIC LITERATURE REVIEW AND META-ANALYSIS

Zsolt Demetrovics

The course aims at getting acquainted with the methods of systematic literature review and meta-analysis. During the course students acquire the knowledge and skills that will enable them to do a systematic review of literature on any specific topic or research question.

Higgins, J. P. T., Green, S. (Eds.) (2011). *Cochrane Handbook for Systematic Reviews of Interventions Version 5.1.0 [updated March 2011]*. The Cochrane Collaboration. Available from <http://www.cochrane-handbook.org/>

5. PRACTICE OF ADDICTION RESEARCH

Aim of the course is that participants experience guided research work. During the course the doctoral students are able join various phases of addiction research and can conduct their own research under the surveillance of the supervisor. The course covers all steps of research in practice; includes writing tenders, literature review, study designing, tasks related to organizing and implementing research, data recording and processing and writing studies.