



ACADEMIC SERVICES

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	The Psychology of Addiction				
Module Code	USPK7B-30-3	Level	3	Version	1
Owning Faculty	Health and Life Sciences	Field	Psychology		
Contributes towards	Psychology - BSc Hons + Psychology combinations				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2014		Valid to	September 2015	

<b>CAP Approval Date</b>	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the aetiology of addictive behaviours and appreciate the bio-psychosocial nature of addictive behaviours (Component A, B)</li> <li>• Understand the different classifications of various substances (Component A, B)</li> <li>• Critically evaluate the models of addiction and apply these models to poly drug use, alcohol misuse, internet addiction, smoking, gambling and excessive exercise behaviours (among others) (Component A, B)</li> <li>• Consider the role of motivation and control in problem behaviours and how psychosocial interventions can help service users/clients overcome problem behaviours (Component A, B)</li> </ul>
Syllabus Outline	<p>The content of the module may vary from year to year to take account of the expertise of staff and developments in the field. However the list below provides a summary of the potential content for this module:</p> <p>Socialisation Versus the Disease Model An historical approach to the development of the disease model of addiction. The</p>

	<p>Temperance movement, drug prohibition, smoking acceptability and the onset of the Western period of decadence. Genetic predisposition. Social learning theory as part of the socialisation perspective. Socio-political view of addiction.</p> <p><b>Models of Addiction</b> Classical conditioning, cue exposure, relapse prevention, situational models, self-efficacy theory, Trans-theoretical model (Prochaska and Di Clemente, 1982), Abstinence-restraint theory and disinhibition. Synthetic model of motivation (West, 2013).</p> <p><b>Drug Use, Misuse and Abuse</b> Definitions of 'use misuse and 'abuse'. Psychosocial and psychophysiological causes. Epidemiology, prevalence, consequences, (drugs and HIV; from cannabis to opiates.) Poly drug use. Smoking as the acceptable face of addiction. Alcohol is it physiological or psychological addiction? Are there distinct differences for women and adolescents who are involved with addictive behaviours? Exploring our own attitudes and beliefs about addiction.</p> <p><b>Eating Disorders (anorexia, bulimia and compulsive eating), Excessive Exercising, Gambling and Internet Addiction Disorder (IAD).</b> Are they addictions or obsessive-compulsive disorders? How do the models of addiction relate to eating, exercise, IAD and gambling?</p> <p><b>Cessation and Treatment interventions</b> Controlled behaviour versus total abstinence. The AA, NA, GA and EA perspective, its problems, dangers and successes. Minnesota model (12 Step). Current theories of intervention to promote complete withdrawal and the prevention of relapse. Motivational interviewing. Cognitive-behavioural therapy. Psychodynamic, humanistic perspectives. Issues of co-dependency.</p>
<p><b>Contact Hours</b></p>	<p>As a 30-credit module this module assumes 300 hours of study on the part of the student.</p> <p>Scheduled learning for this project will be approximately 72 hours and may take several forms. This will be delivered primarily as lecture/workshop discussions.</p> <p>Independent learning – Students are expected to spend 228 hours on independent learning tasks and preparation of assessments.</p>
<p><b>Teaching and Learning Methods</b></p>	<p>A variety of pedagogical approaches will be used with the aim of maximising the active engagement in the module content and developing understanding and critical analytic skills in the area of addictions.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, and workshops.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion etc.</p> <p><b>TEL</b> Students will be enabled to use Blackboard the university supported virtual learning environment to organise and communicate their learning material. Students will be able to engage with the material, other students and members of staff through this system and make use of the various functionalities built into the Blackboard (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.). Moreover, students will be able to communicate with their instructors using university sponsored tools (such as Lync).</p>
<p><b>Key Information Sets Information</b></p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

**Key Information Set - Module data**

Number of credits for this module

30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Written exam assessment percentage	40%
Coursework assessment percentage	60%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Students are encouraged to make full use of resources available (particularly through the library website) to support learning and assessment.

**Core readings**

Module guides will reflect the range of reading to be carried out and essential reading, such as journal articles required for specific sessions, will be made available online.

**Further readings**

Students are expected to identify all other reading relevant to their module assignments for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Most resources can be accessed remotely.

**Access and skills**

Key research and literature searching skills will be covered in the module, online and in the module guide. The development of literature searching skills is also additionally supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module guide

or through BlackBoard.

Bennett, T. & Holloway, K. (2005) *Understanding drugs, alcohol and crime*. Crime and Justice Series. Berkshire: Open University Press.

Currie-McGhee, L.K. (2011) *Exercise Addiction* (Diseases and Disorders Series). London: Lucent.

Jarvis, T.J., Tebbutt, J., Mattick, R.P. and Shand, F. (2009) *Treatment approaches for Alcohol and Drug Dependence*, 2<sup>nd</sup> Ed. London: John Wiley

Koob, G.F. (2005) *Neurobiology of Addiction*. London: Academic Press.

Orford, J. (2010) *An unsafe bet? The Dangerous Expansion of Gambling and the Debate we should be having*. London: John Wiley.

### Part 3: Assessment

#### Assessment Strategy

The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the module's Learning Outcomes are attained, as described below. Assessments are also designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom.

#### **Controlled conditions – 1 hour Timed essay**

The timed essay is a seen paper under exam conditions lasting one hour. Students will choose one question from those presented and will be expected to draw on current and previous research literature in order to critically evaluate the subject matter presented. The essay requires students to demonstrate depth of knowledge in a particular area as well as skills of critical evaluation and the application of psychology of addictions to a particular topic.

#### **Course work components**

##### **Component A – Group Seminar presentation**

As Level 3 studies should be seen as problem solving and at the forefront of academic debate; it is therefore the intention of this module to engage students in debate regarding the many views and opinions within the psychology of addiction field, from theories to treatment. Seminars offer the opportunity to do this, as well as practising presentation and critique skills. Students will organize themselves into groups of ideally 3 or 4 in order to deliver a 45 minute seminar which will be delivered to their peers. This will support a coherent seminar program for a large group of students, and build on past experience and foster reflection on working as a member of a group, an important key skill, which at the same time relates to current practice within mental health services. Students will receive a group mark for the presentation, encouraging teamwork.

##### **Component B - Critique of research paper presented**

The critique of a current research paper encourages the student's use of critical analysis and enables them to demonstrate a breadth of understanding of the subject area. Students are asked to choose one research paper from those presented and write a 1,000 word critical review of that paper. Students are asked to link their review to the empirical research and treatments of the chosen addiction area.

In the resit assessment, which occurs outside regular class time, the group seminar presentation is replaced with a critique of a research paper.

Assessment criteria will be made available to the students in the module

	guide at the start of the module.
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>40</b>	<b>60</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Timed essay	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Seminar Presentation	50	
2. Critique of research paper presented	50	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Timed essay	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Critique of novel/new research paper	50	
2. Critique of research paper	50	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		