MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Psychology of Addiction					
Module Code	USPKJP-15-3		Level	3	Version	2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	Health and Applied Sciences		Field	Psychology		
Department	Health and Social Sciences		Module Type	Standard		
Contributes towards	BSc (Hons) Psychology BSc (Hons) Psychology with Criminology BSc (Hons) Psychology with Sociology BSc (Hons) Psychology with Law BSc (Hons) Criminology with Psychology BSc (Hons) Sociology with Psychology BSc (Hons) Law with Psychology					
Pre-requisites	None		Co- requisites	*None*		
Excluded Combinations	None		Module Entry requirements	None		
First CAP Approval Date	2 February 2016		Valid from	September 2016		
Revision CAP Approval Date	15 November 2016 (v2)		Valid from	September 2017 (v2)		

Review Date	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate an understanding of the aetiology of addictive behaviours and appreciate the bio-psychosocial nature of addictive behaviours (Component A, B) • Understand the different classifications of various substances (Component A, B) • 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) • Evaluate the role of motivation and control in problem behaviours and how psychosocial interventions can help service users/clients overcome problem behaviours (Component A, B)

Syllabus Outline	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: Socialisation Versus the Disease Model: An historical approach to the development of the disease model of addiction. The 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. Models of Addiction: 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). Drug Use, Misuse and Abuse: 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. Eating Disorders (anorexia, bulimia and compulsive eating), Excessive Exercising, Gambling and Internet Addiction Disorder (IAD). Are they addictions or obsessive-compulsive disorders? How do the models of addiction relate to eating, exercise, IAD and gambling? Cessation and Treatment interventions: Controlled behaviour versus total abstinence. The various theoretical perspectives, their 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.
Contact Hours	As a **15**-credit module this module assumes 150 hours of study on the part of the student. Scheduled learning for this project will be approximately 36 hours and may take several forms. This will be delivered primarily as lecture/workshop discussions. Independent learning – Students are expected to spend 114 hours on independent learning tasks and preparation of assessments.
Teaching and Learning Methods	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. **Scheduled learning** includes lectures, seminars, tutorials, and workshops. **Independent learning** includes hours engaged with essential reading, assignment preparation and completion etc. **TEL** 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).
Key Information Sets Information	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.

Key Information Set - Module data

| Number of credits for this module | | | | 15 | |

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	✓

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:

Total assessment of the module:		
Written exam assessment percentage	60%
Coursework assessment percentage	40%
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. |
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| 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* 2nd 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 - 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 |
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	research paper from those presented and write a 1000 word critical review of that paper. Students are asked to link their review to the empirical research and treatments of the chosen addiction area.

Identify final assessment component and element	Component A (EX 1 Timed Essay)	
	A:	**B:**
% weighting between components A and B (Standard modules only)	**60%**	**40%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
EX1 Timed Essay (1 hour)	100
Component B Description of each element	**Element weighting (as % of component)**
CW1 Critical Review (1000 words)	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
EX1 Timed Essay (1 hour)	100
Component B Description of each element	**Element weighting (as % of component)**
CW1 Critical Review (1000 words)	100

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.

First CAP Approval Date	2 February 2016			
Revision CAP Approval Date *Update this row each time a change goes to CAP*	15 November 2016	Version	2	RIA 12126