



Module Specification

Psychology of Addiction

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Part 1: Information

Module title: Psychology of Addiction

Module code: USPKJP-15-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Field: Psychology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes.

Outline syllabus: 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.

Part 3: Teaching and learning methods

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).

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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate an understanding of the aetiology of addictive behaviours and appreciate the bio-psychosocial nature of addictive behaviours

MO2 Understand the different classifications of various substances

MO3 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)

MO4 Evaluate the role of motivation and control in problem behaviours and how psychosocial interventions can help service users/clients overcome problem behaviours

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: 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 parts - 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 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.

Assessment tasks:

Written Assignment (First Sit)

Description: Critical review (1000 words)

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Examination (First Sit)

Description: Timed essay (1 hour)

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (Resit)

Description: Critical review (1000 words)

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Examination (Resit)

Description: Timed essay (1 hour)

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Psychology (Applied) [Frenchay] BSc (Hons) 2023-24

Law with Psychology [Sep][FT][Frenchay][3yrs] LLB (Hons) 2021-22

Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Applied Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Health Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Social Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Biological Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Psychology and Mental Health [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Sociology with Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Psychology with Criminology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Sociology with Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Law with Psychology [Sep][SW][Frenchay][4yrs] LLB (Hons) 2020-21

Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Health Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Applied Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Social Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Biological Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology and Mental Health [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Sociology with Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology with Criminology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology with Criminology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Sociology with Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20

Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2019-20

Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20

Psychology with Criminology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2019-20

Psychology with Criminology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20

Sociology with Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Psychology with Criminology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Psychology with Sociology [Sep][PT][Frenchay][6yrs] - Withdrawn BSc (Hons) 2018-19

Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Applied Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19