

## University of the West of Scotland

### Module Descriptor

**Session: 202425**

| Title of Module: Psychology of Addictive Behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                               |                   |                                            |
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| Code: PSYC10025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | SCQF Level: 10 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
| School:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | School of Education & Social Sciences                         |                   |                                            |
| Module Co-ordinator:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | A Parke                                                       |                   |                                            |
| Summary of Module                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                               |                   |                                            |
| <p>This module will introduce students to the field of the psychology of addiction. The module will present different perspectives on addiction including, but not limited to, psychobiological, cognitive, clinical and applied social neuroscience approaches to understand and describe the addiction process. The definition of addiction presented in this course will focus on a scientist-practitioner model of understanding addiction in its widest form, including, but not limited to, drugs, alcohol, sex, video games, gambling, shopping etc. In addition to examining different perspectives, the module will focus on the psychopharmacology of addiction and the reward system, as well as social and cultural issues in addictions, treatment approaches and the links between research, policy and practice.</p> <p>Students will be given the opportunity to select and review contemporary research in the field pertaining primarily to psychological approaches. They will develop key transferable skills to position them to advance to further training in the field of addictions as well as applying their skills to have a better understanding of these issues when they encounter them in everyday life.</p> <p>Through assessment two, they will build on existing skills from the undergraduate programme in interpreting and using the relevant literature to inform debate and foster understanding of the current issues in contemporary addiction science.</p> <ul style="list-style-type: none"><li>• Introduction to addictions with a focus on different perspectives and theories.</li><li>• Psychopharmacology of addiction: effects on brain and behaviour.</li><li>• Social and Cultural issues in addiction.</li><li>• Substance v non-substance-related addiction.</li></ul> <p>A detailed knowledge of contemporary issues in the psychology of addictions and their application to inform and interpret policy.</p> <ul style="list-style-type: none"><li>• This module will develop the following graduate attributes: Critical Thinking,</li></ul> <p>Analytical,</p> |                                                               |                   |                                            |

Inquiring,  
Problem Solver,  
Incisive,  
Innovator

### Module Delivery Method

| Face-To-Face                   | Blended                  | Fully Online             | HybridC                             | Hybrid 0                 | Work-Based Learning      |
|--------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| See Guidance Note for details. |                          |                          |                                     |                          |                          |

### Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

|                                     |                          |                          |                          |                          |                           |          |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|----------|
| Paisley:                            | Ayr:                     | Dumfries:                | Lanarkshire:             | London:                  | Distance/Online Learning: | Other:   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | Add name |

### Term(s) for Module Delivery

(Provided viable student numbers permit).

|        |                                     |        |                          |        |                          |
|--------|-------------------------------------|--------|--------------------------|--------|--------------------------|
| Term 1 | <input checked="" type="checkbox"/> | Term 2 | <input type="checkbox"/> | Term 3 | <input type="checkbox"/> |
|--------|-------------------------------------|--------|--------------------------|--------|--------------------------|

### Learning Outcomes: (maximum of 5 statements)

**These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.**

At the end of this module the student will be able to:

|    |                                                                                                                        |
|----|------------------------------------------------------------------------------------------------------------------------|
| L1 | Describe, contrast and evaluate different perspectives of addiction.                                                   |
| L2 | Demonstrate a critical awareness of the complex psychopharmacological process underlying addictions                    |
| L3 | Demonstrate a critical understanding of the relationships between theory, research, policy and practice in addictions. |
| L4 | Critically evaluate and contribute to theoretical arguments in in addictions                                           |

|                                                                     |                                                                                                                                                                                                                                                                                                                                                                               |               |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| L5                                                                  | Click or tap here to enter text.                                                                                                                                                                                                                                                                                                                                              |               |
| Employability Skills and Personal Development Planning (PDP) Skills |                                                                                                                                                                                                                                                                                                                                                                               |               |
| SCQF Headings                                                       | During completion of this module, there will be an opportunity to achieve core skills in:                                                                                                                                                                                                                                                                                     |               |
| Knowledge and Understanding (K and U)                               | SCQF Level 10<br>Develop the ability to identify relevant, contemporary sources of information relevant to the psychology of addictions.<br><br>Demonstrate a critical understanding of the principal theories, concepts and principles in addiction research.                                                                                                                |               |
| Practice: Applied Knowledge and Understanding                       | SCQF Level 10<br><br>Collate and interpret data relating to different perspectives in addiction research.<br><br>Evaluate the current research and contribute to a debate on a contemporary issue in addictions.                                                                                                                                                              |               |
| Generic Cognitive skills                                            | SCQF Level 10<br>Offer professional sights, interpretations and solutions to problems and issues.<br><br>Evaluate research evidence                                                                                                                                                                                                                                           |               |
| Communication, ICT and Numeracy Skills                              | SCQF Level 10<br><br>Communicate information effectively through online seminars and written and oral presentations.<br><br>Make effective use of information retrieval systems.<br><br>Use a range of ICT applications to support and enhance work at this level and specify software requirements to enhance work.<br><br>Critically evaluate numerical and graphical data. |               |
| Autonomy, Accountability and Working with others                    | SCQF Level 10<br>Time management<br><br>Group discussion and collaboration in a workshop and online activities                                                                                                                                                                                                                                                                |               |
| Pre-requisites:                                                     | Before undertaking this module the student should have undertaken the following:                                                                                                                                                                                                                                                                                              |               |
|                                                                     | Module Code:                                                                                                                                                                                                                                                                                                                                                                  | Module Title: |

|                      |                     |                       |
|----------------------|---------------------|-----------------------|
|                      | PSYC09004           | Biological Psychology |
|                      | <b>Other:</b>       |                       |
| <b>Co-requisites</b> | <b>Module Code:</b> | <b>Module Title:</b>  |

| <b>Learning and Teaching</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</b>                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                    |
| <b>Learning Activities</b><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:                                                                                                                                                                                                                                                                                                                                                                 | <b>Student Learning Hours</b><br>(Normally totalling 200 hours):<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture/Core Content Delivery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 24                                                                                                                                                                 |
| Tutorial/Synchronous Support Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 12                                                                                                                                                                 |
| Independent Study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 164                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 200 Hours Total                                                                                                                                                    |
| <b>**Indicative Resources: (eg. Core text, journals, internet access)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                    |
| The following materials form essential underpinning for the module content and ultimately for the learning outcomes:<br><br>Addiction Journal<br><br>Psychology of Addictive Behaviours<br><br>Addictive Behaviours<br><br>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.<br><br>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order. |                                                                                                                                                                    |
| (**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)                                                                                                                                                                                                                                                                                           |                                                                                                                                                                    |

**Attendance and Engagement Requirements**

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Free Text – to add detail

**Equality and Diversity**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

**Supplemental Information**

|                                       |                                                                     |
|---------------------------------------|---------------------------------------------------------------------|
| <b>Divisional Programme Board</b>     | Psychology & Social Work                                            |
| <b>Assessment Results (Pass/Fail)</b> | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| <b>School Assessment Board</b>        | Ug/Pg Psychology                                                    |
| <b>Moderator</b>                      | G Bruce                                                             |
| <b>External Examiner</b>              | T Fallon                                                            |
| <b>Accreditation Details</b>          | British Psychological Society                                       |
| <b>Changes/Version Number</b>         |                                                                     |

**Assessment: (also refer to Assessment Outcomes Grids below)**

|                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment 1 Written Essay (40%)                                                                                                                                                                                                                                                                                                                                                  |
| Assessment 2 Recorded Presentation (60%)                                                                                                                                                                                                                                                                                                                                          |
| (N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.<br>(ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.) |

**Assessment Outcome Grids (See Guidance Note)**

| <b>Component 1</b>                   |                             |                             |                             |                             |                             |                                            |                                 |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------------|---------------------------------|
| <b>Assessment Type (Footnote B.)</b> | <b>Learning Outcome (1)</b> | <b>Learning Outcome (2)</b> | <b>Learning Outcome (3)</b> | <b>Learning Outcome (4)</b> | <b>Learning Outcome (5)</b> | <b>Weighting (%) of Assessment Element</b> | <b>Timetabled Contact Hours</b> |
| Essay                                | x                           | x                           | x                           |                             |                             | 40                                         | 0                               |

| <b>Component 2</b>                   |                             |                             |                             |                             |                             |                                            |                                 |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------------|---------------------------------|
| <b>Assessment Type (Footnote B.)</b> | <b>Learning Outcome (1)</b> | <b>Learning Outcome (2)</b> | <b>Learning Outcome (3)</b> | <b>Learning Outcome (4)</b> | <b>Learning Outcome (5)</b> | <b>Weighting (%) of Assessment Element</b> | <b>Timetabled Contact Hours</b> |
| Presentation                         | x                           | x                           | x                           | x                           |                             | 60                                         | 0                               |

|                                          |  |  |  |  |  |             |                 |
|------------------------------------------|--|--|--|--|--|-------------|-----------------|
| <b>Combined Total for All Components</b> |  |  |  |  |  | <b>100%</b> | <b>XX hours</b> |
|------------------------------------------|--|--|--|--|--|-------------|-----------------|

**Change Control:**

| <b>What</b>                                                                       | <b>When</b> | <b>Who</b> |
|-----------------------------------------------------------------------------------|-------------|------------|
| Further guidance on aggregate regulation and application when completing template | 16/01/2020  | H McLean   |
| Updated contact hours                                                             | 14/09/21    | H McLean   |
| Updated Student Attendance and Engagement Procedure                               | 19/10/2023  | C Winter   |
| Updated UWS Equality, Diversity and Human Rights Code                             | 19/10/2023  | C Winter   |
| Guidance Note 23-24 provided                                                      | 12/12/23    | D Taylor   |
| General housekeeping to text across sections.                                     | 12/12/23    | D Taylor   |

**Version Number: MD Template 1 (2023-24)**