University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Contemporary Responses to Substance Use			
Code: CDAS11006	**SCQF Level: 11 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	A Shaw		

Summary of Module

Contemporary Responses to Substance Use examines multiple approaches and perspectives on treatment and interventions used in relation to problematic substance use. The module examines responses from medical, criminal justice, public health, social and community models. Themes are considered across Scottish, European and International contexts. Sociodemographic characteristics such as, occupational class, gender and age are explored providing students specialist knowledge of traditional, contemporary and innovative approaches to managing problematic substance use from a variety of social and geographic contexts. Topics explored include approaches to prevention and harm reduction, therapeutic responses, cognitive-behavioural and motivational approaches, community and peer led methods and the often contested concept of recovery. Pharmacological interventions are considered in the context of harm reduction, relapse prevention and recovery. Interventions are considered in the overarching policy and practice aims of reducing the negative consequences of substance use.

The evidence that supports different approaches and responses forms an important element of this module, allowing students to critically evaluate the evidence base on which such interventions, policies and practices rest. Treatment outcomes and follow-up studies are investigated in order to consider the effectiveness of strategies that respond to the wide ranging impacts on health, offending, family, child protection, employment and community issues associated with substance use.

- Consider a range of responses to substance use

- Consider the evidence for the effectiveness of responses

- Harm reduction and preventive responses

- Treatment and treatment outcomes

- Perspectives on recovery

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☒	☐	☐	☐

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:
☒	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☐	Term 3	☐

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	Demonstrate critical understanding of the differing perspectives on substance use.
L2	Critical understanding of the effectiveness of secondary prevention/harm reduction responses to substance use.
L3	Critical understanding of behaviour change processes and the role and effectiveness of treatment interventions in recovery.
L4	Critical understanding of environmental influences (family, significant others, community) on behaviour change and recovery.

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 11. Demonstrate a critical understanding of specialised theories, principles and concepts.

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	Extensive detailed and critical knowledge in specialist areas.
Practice: Applied Knowledge and Understanding	SCQF Level **11** Use a range of specialised techniques/methods which are at the forefront of developments. Use a significant range of principal skills associated with problem substance use issues.
Generic Cognitive skills	SCQF Level **11** Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed by developments at the forefront of a subject/discipline. Develop original and creative responses to problems and issues. Critically review, consolidate and extend knowledge, skills practices and thinking in the substance misuse field.
Communication, ICT and Numeracy Skills	SCQF Level **11** Communicate, using appropriate methods with a range of audiences. Making effective use of information retrieval systems and use information technology applications to access and present documents in an appropriate form.
Autonomy, Accountability and Working with others	SCQF Level **11** Working effectively in groups or teams. Substantial autonomy and responsibility in professional and equivalent activities

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching

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.

Teaching and learning sessions include short lecture inputs linked to small group discussion and exercises in order to both provide information and evidence as well as to engage the student group, some of whom will have relevant practical experience. There is a strong collaborative element to learning.
Learning and teaching will consist of short lectures (recorded on aula for distance learners and campus learners to access), reflective discussion, groupwork, feedback and presentations.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Independent Study	140
Tutorial/Synchronous Support Activity	24
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Babor T et al 2018 Drug Policy and the Public Good. OUP. Oxford,

Babor 2017 Alcohol: no Ordinary Commodity. Oxford UP

Scottish Government 2018 Rights Respect and Recovery. Scottish Govt. Edinburgh

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

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:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

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

Divisional Programme Board	Social Sciences
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	PG Social Sciences
Moderator	C Tenant
External Examiner	L Williams
Accreditation Details	
Changes/Version Number	2.03 1. Update session from 2022/23 to 2024/25 2. Update module coordinator from tbc to April Shaw

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 - Report of practical/field/clinical work: A reflective report following participation in a group debate on Responses to Substance Use (40%)
Assessment 2 - Presentation: Presentation based on given service user case study. (60%)
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** 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**)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	X	X				40	

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
		X	X	X		60	

Combined Total for All Components	**100%**	**0 hours**

Change Control:

What	When	Who
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)