

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Psychology of Addictive Behaviours			
Code: PSY10025	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"> • Introduction to addictions with a focus on different perspectives and theories. • Psychopharmacology of addiction: effects on brain and behaviour. • Social and Cultural issues in addiction. • 			

Substance v non-substance-related addiction.

A detailed knowledge of contemporary issues in the psychology of addictions and their application to inform and interpret policy.

This module will develop the following graduate attributes:

Critical Thinking,

Analytical,

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	Term 2	Term 3
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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)	<p>SCQF Level 10 Develop the ability to identify relevant, contemporary sources of information relevant to the psychology of addictions.</p> <p>Demonstrate a critical understanding of the principal theories, concepts and principles in addiction research.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10</p> <p>Collate and interpret data relating to different perspectives in addiction research.</p> <p>Evaluate the current research and contribute to a debate on a contemporary issue in addictions.</p>
Generic Cognitive skills	<p>SCQF Level 10 Offer professional sights, interpretations and solutions to problems and issues.</p> <p>Evaluate research evidence</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <p>Communicate information effectively through online seminars and written and oral presentations.</p> <p>Make effective use of information retrieval systems.</p>

	Use a range of ICT applications to support and enhance work at this level and specify software requirements to enhance work. Critically evaluate numerical and graphical data.	
Autonomy, Accountability and Working with others	SCQF Level 10 Time management 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: PSYC09004	Module Title: Biological Psychology
	Other:	
Co-requisites	Module Code: Module Title:	

*Indicates that module descriptor is not published.

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.	
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	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
Choose an item.	
	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:

Addiction Journal

Psychology of Addictive Behaviours

Addictive Behaviours

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:

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

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

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1 Written Essay (40%)

Assessment 2 Recorded Presentation (60%)

Assessment 3

(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
Essay	x	x	x			40	0

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
Presentation	x	x	x	x		60	0

Component 3							
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
Combined Total for All Components						100%	XX 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)