

NEW MODULE DESCRIPTOR

Module Title	Psychology of Addictive Behaviours
Course Title	BSc (Hons) Psychology, BSc (Hons) Psychology (and pathways), BSc (Hons) Psychology with Criminology
School	<input checked="" type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Psychology
Parent Course (if applicable)	BSc (Hons) Psychology
Level	6
Module Code (showing level)	PSY_6_PAB
JACS Code (completed by the QA)	
Credit Value	20 credit points
Student Study Hours	Contact hours: 44 Student managed learning hours: 160 Placement hours: 0
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	Name: Lynne Dawkins Email: dawkinl3@lsbu.ac.uk
Short Description (max. 100 words)	This module introduces final year students to theories of addictive behaviour. Conceptual issues surrounding the utility of theories will be addressed, and the empirical evidence for or against each theory will be discussed. Students will have the opportunity to consider recent theories which attempt to synthesise extant models into a comprehensive account of addiction. Students will have the opportunity to apply, and critically evaluate, a number of theories in regards to their ability to explain alcoholism and/or tobacco smoking, both during seminars and in their coursework assignment. Finally, various treatment and preventative approaches, and the evidence for and against each will be examined.

	<p><i><u>Inclusive practice:</u> Assessment in this module has been designed to provide all students with the opportunity to demonstrate their knowledge, understanding and skills to the best effect. Specific aspects of inclusive practice include(delete or add to as appropriate: making assessments available as soon as possible, and preferably from the start of the module; providing coursework support in seminars and lectures; providing opportunities for coursework support in Psychology Drop-in support sessions; providing formative experience of the assessment method before it is used to assess summatively; providing optionality in the choice of topic and/or target audience.</i></p> <p><i><u>This module assesses the following BPS core domain(s):</u> Biological psychology, Cognitive psychology, Developmental Psychology, Individual Differences, Social psychology, Conceptual and historical issues in psychology.</i></p>
Aims	<p>The module aims to:</p> <ul style="list-style-type: none"> • Help students understand the concept of addiction; • Introduce students to key theories of addictive behaviour; • Give students the opportunity to evaluate empirical evidence for and against the major theories; • Encourage an holistic understanding of addictions, considering the impacts on the individual, those around them, and society as a whole; • Encourage how the effects described above have a reciprocal effect on the progression of the disorder in terms of treatment and prevention; • Outline the various interventions and treatments available for various addictive behaviours and review the various evidence for and against their efficacy
Learning Outcomes (4 to 6 outcomes)	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Evaluate and integrate multiple theoretical perspectives in understanding addictive behaviours, their social impacts and relevant interventions and treatments. <p>Communication:</p> <ul style="list-style-type: none"> • Select and analyse relevant sources of information and communicate these in writing and orally. <p>Critical Thinking:</p> <ul style="list-style-type: none"> • Provide sophisticated explanation for contradictory evidence
Employability	<p>The study of addictive behaviours exposes you to a very wide range of theoretical perspectives and research areas, from psychology to neuroscience, and psychiatry to behavioural economics. Being able to demonstrate a working knowledge of such a wide range of fields will be particularly useful for students wishing to pursue careers in psychology, particularly in clinical and counselling domains.</p> <p>This module also requires students to constantly consider the practical applications of research and theory, and to present their ideas in both oral and written formats (e.g. seminars, presentation, and the coursework assignments). This will help students to develop stronger communicative skills which will be useful in any future employment or educational context.</p>

Teaching and learning pattern	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p><input checked="" type="checkbox"/> Lectures <input checked="" type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input type="checkbox"/> Tutorial: <input type="checkbox"/> Laboratory <input checked="" type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities</p>
Indicative content	<p>Session 1: Learning Theories I: Classical and Operant Conditioning Session 2: Learning Theories II: Social Learning Theory Session 3: Addiction and Choice I: Rationality and Choice Session 4: Addiction and Choice II: Theory of Rational Addiction Session 5: Impulse and Self Control Theories of Addiction Session 6: Tutoring Week Session 7: Preventing Addiction Session 8: Smoking and Smoking Cessation Session 9: Treating Addiction I: Motivational Interviewing Session 10: Treating Addiction II: Cognitive Behaviour Therapy Sessions 11 & 12: Coursework Workshop and Presentations</p>
Assessment method (Please give details – of components, weightings, sequence of components, final component)	<p>Formative assessment: assessment support and skills development will be enhanced using formative assessment via a variety of workshops, where both knowledge and skills development is practiced, discussed, and verbal feedback provided. Skills include literature searching and synthesising evidence, critical evaluation, teamwork, problem solving and communication. Students will have the opportunity to have feedback on a group presentation of their planned report.</p> <p>Summative assessment: Individual technical report [2500 words] (100%): Students will asked to produce a report for a selected target audience which focuses on a specific group (e.g. University students, middle age males, pregnant smokers etc.) in which there is a need to enhance prevention and/or treatment for alcohol- or smoking-related harms (or another specific addictive behaviour). The report will include the following sections: 1) A review of the empirical evidence to establish the nature and extent of alcohol or tobacco (or other) misuse/dependence amongst the target population; 2) A critical review of literature which identifies psychological factors which might be related to alcohol/tobacco-related (or other) harms in this population (factors which are both general and specific to this group should be considered); 3) Based on the preceding sections, students will be required to develop a comprehensive prevention and treatment strategy, and finally 4) a critical review of the evidence base for each aspect of their proposed prevention and treatment approach.</p>
Mode of resit assessment (if applicable)	<p>Formative assessment: N/A</p> <p>Summative assessment: Resubmission of the original assignment using feedback provided or attempt for the first time the main coursework (technical report).</p>

<p>Indicative Sources (Reading lists)</p>	<p>Core materials:</p> <ol style="list-style-type: none"> 1. Moss, A.C., & Dyer, K.R. (2010). <i>Psychology of Addictive Behaviour</i>. Basingstoke, UK: Palgrave MacMillan. 2. Munafò, M. & Albery, I.P. (Eds.) (2006). <i>Cognition and Addiction</i>. Oxford, UK: Oxford University Press. 3. West, R. & Brown, J (2013). <i>Theory of Addiction</i>. Oxford, UK: Blackwell Publishing. <p>Optional reading:</p> <ol style="list-style-type: none"> 1. Jellinek, E.M. (1960). <i>The Disease Concept of Alcoholism</i>. New Brunswick, NJ: Hillhouse Press. 2. Leonard, K.E., & Blane, H.T. (1999). <i>Psychological Theories of Drinking and Alcoholism</i>. New York: Guilford Press. 3. Wiers, R.W., & Stacy, A.W. (2006). <i>Handbook of Implicit Cognition and Addiction</i>. London: Sage.
<p>Other Learning Resources</p>	<p>Journals available on-line through the library such as:</p> <ul style="list-style-type: none"> Addiction Addiction Biology Addictive Behaviors Alcohol and Alcoholism Drug and Alcohol Dependence Drug and Alcohol Review Journal of Psychopharmacology Psychology of Addictive Behaviors Psychopharmacology Substance use and misuse <p>Useful Journal Articles:</p> <p>Gifford, E., & Humphreys, K. (2007). The Psychological Science of Addiction. <i>Addiction</i>, 102, 352-61.</p> <p>Lubman, D.I., Yücel, M., & Pantelis, C. (2004) Addiction a condition of compulsive behaviour? Neuroimaging and neuropsychological evidence of inhibitory dysregulation. <i>Addiction</i>, 99, 1491-1502.</p> <p>Moss, A.C., & Albery, I.P. (2009). A dual-process model of the alcohol–behaviour link for social drinking. <i>Psychological Bulletin</i>, 135, 516-530.</p> <p>Robinson, T.E., & Berridge, K.C. (1993). The neural basis of drug craving: an incentive-sensitisation theory of addiction. <i>Brain research: Brain research reviews</i>, 18, 247-291.</p> <p>Robinson, T.E., & Berridge, K.C. (2003). Addiction. <i>Annual Review of Psychology</i>, 54, 25-53.</p> <p>Robinson, T.E., & Berridge, K.C. (2001). Incentive-sensitization and addiction. <i>Addiction</i>, 96, 103-114.</p> <p>Wikler, A. (1977). The Search for the Psyche in Drug Dependence: A 35-Year Retrospective Survey. <i>The Journal of Nervous and Mental Disease</i>, 165, 29-40.</p>