

## MODULE DESCRIPTOR

### Module Title

Addiction and Substance Use in a Range of Contexts

Reference	NUM088	Version	3
Created	September 2020	SCQF Level	SCQF 11
Approved	July 2018	SCQF Points	15
Amended	January 2021	ECTS Points	7.5

### Aims of Module

To facilitate the student to critically evaluate practice and innovative collaborative approaches to the care, treatment and support of people with addiction or substance use issues, their families and/or carers.

### Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Critically appraise contemporary policy, legislation and collaborative care, support and treatment models relating to addiction and substance use.
- 2 Critically analyse cultures and practices for impact on the experiences and outcomes of people with addiction or substance use issues and their families and/or carers.
- 3 Critically appraise a range of assessment methods and interventions.
- 4 Debate the efficacy of strategies for addressing professional, ethical and legal challenges relating to addiction and substance use.

### Indicative Module Content

Relevant evidence policy, legislation, care, support and treatment models; Recovery models & pathways; Relevant contexts & settings; Impact, e.g. on family (children/parents), employment; Addiction & substance use across the life span; Wider issues e.g. ethics, co-morbidity, physical health, access, prevention, vulnerability and safety, trauma, stigma; Screening & assessment e.g. specific risk assessment, SODQ, SADQ; Interventions e.g. brief interventions, CBT, 12-step Minnesota model, harm reduction, trauma informed interventions; Inter-professional, inter-agency working, health & social care integration, public health.

### Module Delivery

This module will be delivered using a blend of teaching methods including both face-to-face and online tutorials and asynchronous online activities hosted on CampusMoodle.

**Indicative Student Workload**

	Full Time	Part Time
Contact Hours	18	18
Non-Contact Hours	132	132
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	150	150
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

**ASSESSMENT PLAN**

If a major/minor model is used and box is ticked, % weightings below are indicative only.

**Component 1**

Type:	Coursework	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4
Description:	Written assignment.				

**MODULE PERFORMANCE DESCRIPTOR****Explanatory Text**

The summative assignment will be a written essay based on a critical reflection of practice.

Module Grade	Minimum Requirements to achieve Module Grade:
<b>A</b>	C1 = A
<b>B</b>	C1 = B
<b>C</b>	C1 = C
<b>D</b>	C1 = D
<b>E</b>	C1 = E
<b>F</b>	C1 = F
<b>NS</b>	Non-submission of work by published deadline or non-attendance for examination

**Module Requirements**

Prerequisites for Module	None, in addition to course entry requirements.
Corequisites for module	None.
Precluded Modules	None.

**INDICATIVE BIBLIOGRAPHY**

- 1 ADVISORY COUNCIL ON THE MISUSE OF DRUGS (ACMD), 2015. *Prevention of drug and alcohol dependence: briefing by the Recovery Committee*. London. ACMD.
- 2 BOWER, M., HALE, R. and WOOD, H., eds., 2012. *Addictive states of mind*. (The Tavistock Series). London: Karnac Books.
- 3 DOUAIHY, A. and DRISCOLL, H.P., 2018. *Humanizing addiction practice*. Cham: Springer.
- 4 MCKENDRY, S., 2016. *Critical thinking skills for healthcare*. London: Routledge.
- 5 McMURRAY, A. and CLENDON, J., 2015. *Community health and wellness: primary health care in practice*. 5th ed. Chatswood: Elsevier.
- 6 MOSHER, C.J. and AKINS, S.M., 2014. *Drugs and drug policy: the control of consciousness alteration*. 2nd ed. Chatswood, NSW: SAGE Publications Ltd.
- 7 SCOTTISH GOVERNMENT, 2014. *The quality principles: standard expectations of care and support in drug and alcohol services*. Edinburgh: Scottish Government.