

MA Comparative Drug and Alcohol Studies



Programme title	MA Comparative Drug and Alcohol Studies
Awarding institution	Middlesex University
Teaching institution	Middlesex University
Details of accreditation by professional/statutory/regulatory body	N/A
Final qualification	MA Comparative Drug and Alcohol Studies
Language of study	English
Mode of study	Part-time only

9. Criteria for admission to the programme

- 2nd class or above honours degree in a relevant discipline; or
- 2nd class or above honours degree in any discipline plus relevant work experience; or
- A minimum of three years relevant voluntary or professional experience, and other relevant qualifications. These applications are considered on an individual basis.

International applicants whose first language is not English must prove competence to study at post-graduate level in English. Normally this will be certification of competence (IELTS minimum 6.5 or equivalent).

10. Aims of the programme

The programme aims to:

1. provide a high quality programme relevant to the needs of policy makers and practitioners, and of students and researchers working in, associated with, or preparing to enter, the field of alcohol and drug use/ problem use/ addiction.

2. provide an emphasis on Europe and to educate researchers and practitioners to work on a cross national basis in the above stated field.
3. demonstrate that a multi-disciplinary approach is necessary to enable students to engage critically with a wide range of theories and approaches to understanding substance use, problem use and addiction.
4. foster a critical appreciation of research, policy and intervention and to engage students in critical, on-going debate regarding their understanding of substance use and responses to use and problem use globally.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

1. Key themes and concepts relating to drugs and alcohol
2. Policy and practice issues related to drugs and alcohol across Europe
3. Theories and explanations for drug use and addiction
4. Alternative approaches to researching and analysing drug and alcohol policy and practice issues
5. The importance of a research evidence base for policy and practice
6. Ethical underpinnings of research, policy and practice
7. The techniques and issues associated with comparative analysis of policy and practice in relation to drugs and alcohol

Teaching/learning methods

Students gain knowledge and understanding through distance learning materials, blended learning styles incorporating online discussion boards and meetings, podcasts and intensive block teaching and learning sessions

Assessment methods

Students' knowledge and understanding is assessed by various summative assessment methods including coursework essays, online exams, research proposals, policy analyses, case study analyses, portfolios and reflective diaries.

Formative assessment methods are embedded within all modules covering core knowledge and understanding to aid students' developmental progress.

B. Cognitive (thinking) skills

On completion of this programme the successful student will be able to:

Teaching/learning methods

Students learn cognitive skills through active participation in formal and informal

<ol style="list-style-type: none"> 1. Critically assess and apply theoretical perspectives to specific areas of policy and practice 2. Critically assess recent research and scholarship from a range of disciplines in relation to drug and alcohol use/addiction 3. Evaluate the factors that influence drug and alcohol research, policy and practice 4. Develop their own strategies for undertaking policy and practice research in the European arena 5. Compare and contrast approaches to drug and alcohol strategies and initiatives at international level 	<p>learning environments that make use of self-directed study supported by staff expertise via lectures, seminars, workshops and tutorial support via email, telephone, Skype and online meetings (many students will not be in close travelling distance to the university).</p> <p>Assessment methods</p> <p>Students' cognitive skills are assessed summatively by coursework and formatively by the submission of exercises and work in progress.</p>
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Formulate and present structured arguments and justify conclusions drawn based on evidence. 2. Manage their own time and resources in undertaking a distance education programme. 3. Synthesise and evaluate a wide range of information resources and evidence 4. Communicate effectively to a range of target groups in various contexts 5. Design and conduct original research 	<p>Teaching/learning methods</p> <p>Students learn practical skills through active participation in assigned tasks specific to drug and alcohol policy and practice. Critical skill development is integral to the teaching approach.</p> <p>Assessment methods</p> <p>Students' practical skills are assessed summatively by written coursework, portfolios, reflective diaries and opportunities to engage in practical employment settings. These skills are assessed formatively by the submission of exercises and work-in-progress as well as by contributions to online discussions and meetings.</p>
<p>12. Programme structure (levels, modules, credits and progression requirements)</p>	

12. 1 Overall structure of the programme

Students must complete 180 credits (90 ECTS) to gain the Masters.

The programme is studied over two years part-time. All work is at level 7, post-graduate level. The study period falls within the Middlesex University academic year. The programme is divided into study units called modules.

All students have to take the following modules:

CRM4600 Introduction to drug and alcohol studies (Induction: non-credit bearing)

CRM4601 Substance use and addiction theories (core) (20 credits) (10 ECTS)

CRM4602 Responses to drug and alcohol use (core) (20 credits) (10 ECTS)

CRM4603 Drug and alcohol policies in Europe (core) (20 credits) (10 ECTS)

CRM4604 Dissertation in drug and alcohol studies (core) (60 credits) (30 ECTS)

EITHER

CRM4605 Research methods for drug and alcohol studies (core) (20 credits) (10 ECTS)

OR

CRM4606 Evidence-based practice applied to prevention and treatment (core) (20 credits) (10 ECTS)

Students choose **two** of the following option modules:

CRM4607 Drugs and crime (option) (20 credits) (10 ECTS)

CRM4608 User perspectives (option) (20 credits) (10 ECTS)

CRM4609 Cultural and social aspects of drug and alcohol use (option) (20 credits) (10 ECTS)

SSC4031 Integrated Work and Learning (option) (20 credits) (10 ECTS).

Exit Awards

PG Diploma in Comparative Drug and Alcohol Studies

Students who successfully complete 120 credits, but who do not complete the dissertation, will be awarded a PG Diploma.

PG Certificate in Comparative Drug and Alcohol Studies

Students who successfully complete 60 credits including CRM4601 and

CRM4602, and either CRM4603, CRM 4605 or CRM 4606, will be awarded a PG Certificate.

Autumn Term Year 1 (40 credits)	Spring Term Year 1 (40 credits)	Autumn Term Year 2 (40 credits)	Spring/Summer Year 2 (60 credits)
<p>CRM4600 Introduction to drug and alcohol studies (Induction: non-credit bearing)</p> <p>CRM 4601 Substance use and addiction theories (core) (20 credits) (10 ECTS)</p> <p>CRM4602 Responses to drug and alcohol use (core) (20 credits) (10 ECTS)</p>	<p>CRM4603 Drug and alcohol policies in Europe (core) (20 credits) (10 ECTS)</p> <p>EITHER CRM4605 Research methods for drug and alcohol studies (core) (20 credits) (10 ECTS)</p> <p>OR CRM4606 Evidence-based practice applied to prevention and treatment (core) (20 credits) (10 ECTS)</p>	<p>Students choose two of the following option modules:</p> <p>CRM4607 Drugs and crime (option) (20 credits) (10 ECTS)</p> <p>CRM4608 User perspectives (option) (20 credits) (10 ECTS)</p> <p>CRM4609 Cultural and social aspects of drug and alcohol use (option) (20 credits) (10 ECTS)</p> <p>SSC 4031 Integrated Work and Learning (option) (20 credits) (10 ECTS)</p>	<p>CRM4604 Dissertation in drug and alcohol studies (core) (60 credits) (30 ECTS)</p>

- There is an opportunity for students to undertake a work experience or work-based learning (for students in relevant employment) as part of this programme. Students undertaking this option may choose SSC 4031 Integrated Work and Learning. This equates to 15 days in the agency (respectively).
- The precise options for each student programme will be agreed with the programme leader. All students will undertake at least two option modules in addition to the core modules and the dissertation.
- Modules are rated at 20 credits as similar programmes to this will be running in other universities in Europe and this ensures compatibility. It is envisaged that some EU/international students will want to study at Middlesex University.
- Each 20 credit module represents 200 hours of student learning, endeavour and assessment including formal teaching.

12.2 Levels and modules

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>CRM4600 Introduction to drug and alcohol studies (Induction: non-credit bearing)</p> <p>CRM4601 Substance use and addiction theories (core)</p> <p>CRM4602 Responses to drug and alcohol use (core)</p> <p>CRM4603 Drug and alcohol policies in Europe (core)</p>	<p>Students must also choose at least two from the following:</p> <p>CRM4607 Drugs and crime (option)</p> <p>CRM4608 User perspectives (option)</p> <p>CRM4609 Cultural and social aspects of drug and alcohol use (option)</p> <p>SSC4031 Integrated Work and Learning (option)</p>	<p>Students must complete 120 credits before they can progress to the Masters dissertation.</p>

<p>CRM4604 Dissertation in drug and alcohol studies (core)</p> <p>EITHER</p> <p>CRM4605 Research methods for drug and alcohol studies (core)</p> <p>OR</p> <p>CRM4606 Evidence-based practice applied to prevention and treatment (core)</p>		
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Compulsory modules are those that must be taken, that is, the qualification cannot be made unless these modules have been successfully completed. Each of these modules makes a unique contribution to the learning objectives of the programme.

Optional modules are those from which a specified minimum number must be taken, that is, the qualification cannot be given unless this specified minimum number of optional modules has been successfully completed. Each of the possible combinations of optional modules will make a similarly unique contribution to the achievement of the learning objectives of the programme.

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Level 7	Core modules - <i>No core module is compensatable.</i>
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13. Curriculum map

See Curriculum Map attached

14. Information about assessment regulations

Regulations follow those set out in the Middlesex University Guide and Regulations.

15. Placement opportunities, requirements and support (if applicable)

Students may elect/apply to undertake Integrated Work and Learning (20 credits SSC4031) in an area that is relevant to their career pathway or aspirations. University staff on the Programme Team and Associate Members of the Drug Alcohol Research Centre (DARC) have links with professionals and practitioners working in drugs/alcohol agencies and organisations, as well as in related areas such as criminal justice, which would be willing to offer placement opportunities. The EMCDDA (European Monitoring Centre for Drugs and Drug Addiction) in Lisbon has agreed to support placements.

16. Future careers (if applicable)

The programme is designed with a view to students finding employment and achieving career progression within the drugs and alcohol field and related areas. Students will be able to develop careers in research, policy and practice both nationally and within the wider European and international context. The opportunity to continue studies at PhD level is also an option.

17. Particular support for learning (if applicable)

For those studying at a distance, the library provides materials, support and advice to registered students who are unable to visit a Middlesex University Campus on a regular basis or not at all. This service includes: postal delivery of books from within the Middlesex University Collection, electronic delivery of photocopies of journal articles and chapters of books as allowed within British copyright law, and general help with the search for materials and use of library systems.

Material that is not in stock but required for individual research/dissertations can be obtained via the British library on completion of a request form.

The University English Language Centre offers English language courses (pre-entry) to enable applicants to achieve the required entry score.

Students whose first language is not English or who otherwise wish to have support with academic writing can access the specialist Learner Enhancement Team (LET).

My Learning (the electronic learning platform) provides additional information and resources to support students. Course materials, links to resources and interactive exercises are provided.	
18. JACS code (or other relevant coding system)	005L406-PGL406
19. Relevant QAA subject benchmark group(s)	Sociology Benchmark Statement 2007 Criminology Benchmark Statement 2014
20. Reference Points	
<p>The following reference points were used in designing the programme:</p> <ul style="list-style-type: none"> • Middlesex University Regulations 2014-15 • QAA framework for higher education qualifications in England, Wales and Northern Ireland August 2008 • SEEC Credit Level Descriptors for Higher Education 2010 • QAA Sociology Benchmark Statement (2007) • QAA Criminology Benchmark Statement (2014) • University and School of Law Learning, Teaching and Assessment Strategy QAA Descriptors 	
21. Other information	
<p><i>Students will have the option to study abroad and study with students from partner institutions through ERASMUS exchanges:</i> Aarhus University, Denmark Universitas Miguel Hernandez de Elche-Alicante, Spain University del Piemonte Orientale “A Avogardo”, Italy</p> <p>Students also have the option to visit and use the resources at the EMCDDA – European Monitoring Centre for Drugs and Drug Addiction in Lisbon, Portugal.</p>	

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the

programme can be found in the rest of your programme handbook and the university regulations.

Curriculum map for *MA Comparative Drug and Alcohol Studies*

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Key themes and concepts relating to drugs and alcohol	C1	Formulate and present structured arguments and justify conclusions drawn based on evidence.
A2	Policy and practice issues related to drugs and alcohol across Europe	C2	Manage their own time and resources in undertaking a distance education programme
A3	Theories and explanations for drug use and addiction	C3	Synthesise and evaluate a wide range of information resources and evidence
A4	Alternative approaches to researching and analysing drug and alcohol policy and practice issues	C4	Communicate effectively to a range of target groups in various contexts
A5	The importance of a research evidence base for policy and practice	C5	Design and conduct original research
A6	Ethical underpinnings of research, policy and practice		
A7	The techniques and issues associated with comparative analysis of policy and practice in relation to drugs and alcohol		
Cognitive skills			
B1	Critically assess and apply theoretical perspectives to specific areas of policy and practice		
B2	Critically assess recent research and scholarship from a range of disciplines in relation to drug and alcohol use/addiction		
B3	Evaluate the factors that influence drug and alcohol research, policy and practice		
B4	Develop their own strategies for undertaking policy and practice research in the European arena		
B5	Compare and contrast approaches to drug and alcohol strategies and initiatives at international level		

Programme Outcome																	
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5		C1	C2	C3	C4	C5
Highest level achieved by all graduates																	
7	7	7	7	7	7	7	7	7	7	7	7		7	7	7	7	7

Module Title	Module Code by Level	Programme outcomes																
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5
Substance use & addiction theories	CRM4601	x		x	x				x	x					x	x	x	
Responses to drug & alcohol use	CRM4602	x	x	x						x	x		x		x	x	x	
Drug & alcohol policies in Europe	CRM4603		x	x	x	x		x	x		x		x		x			
Dissertation in drug & alcohol studies	CRM4604		x			x	x		x	x		x		x		x		x
Research Methods for drug & alcohol studies	CRM4605				x	x	x	x			x	x		x	x			x
Evidence-based practice applied to prevention & treatment	CRM4606				x	x	x	x			x	x		x	x			x

Module Narratives

In this section you will find details of all the modules associated with your programme so that you can see what is involved in your programme and make any choices over option modules (if applicable).

The narratives were correct at the time this handbook went to print but details change over time and therefore you should always refer to the latest version available on the My Study area of myUniHub:

<https://myunihub.mdx.ac.uk/web/home-community/mystudy>

Your online reading lists can be accessed from the My Study area of myUniHub. They highlight essential and recommended reading for all modules you are registered on.

Module Code	Module Description
CRM4600	Introduction to drug and alcohol studies
CRM4601	Substance use and addiction theories
CRM4602	Responses to drug and alcohol use
CRM4603	Drug and alcohol policies in Europe
CRM4605	Research methods for drug and alcohol studies
CRM4606	Evidence-based practice applied to prevention and treatment
CRM4607	Drugs and crime
CRM4608	User perspectives
CRM4609	Cultural and social aspects of drug and alcohol use
SSC4031	Integrated work and learning
CRM4604	Dissertation in drug and alcohol studies

Module Code	CRM4600
Module Title	Introduction to drug and alcohol studies
Module Level	7
Credit	NON-CREDIT BEARING
Owning Subject	Law
Module Leader	Dr Karen Duke
Programme Restrictions	
Level Restrictions	7
Other Restrictions and Requirements	
Automatic Deferral	

Aims

This induction aims to introduce students to the content and requirements of the programme, to the lecturers in the partner universities, and to an international group of students; to emphasise the comparative and multi-disciplinary nature of the programme; to introduce them to sources of information and to provide guidance in selecting and using 'evidence' and information from research or other sources; to provide an introduction to main concepts, theories and issues to be addressed in the programme; to provoke a critical appreciation of the problematic and complex nature of drug and alcohol studies; and to lay the foundations for students to work collaboratively with others in partner universities.

Learning Outcomes

Knowledge

On completion of this induction, the successful student will be able to:

1. Reflect on a range of concepts, theories and issues regarding drug and alcohol use/ problem use/ addiction
2. Demonstrate a critical awareness of the complexity of examining alcohol and drug use in different national and cultural contexts
3. Reflect on the relevance of a comparative perspective for their own work/ agency/ approach to issues of substance use/ addiction

Skills

On completion of this induction, the successful student will be able to:

4. Demonstrate skills in identifying relevant information sources and selecting relevant information

5. Show reflective writing skills of a superior level, particularly in relation to presenting a logical argument supported by evidence, referencing, non-plagiarism and critical thought.
6. Provide evidence of joint working with students from different countries.

Syllabus

- Introduction: programme structure/contents/requirements
- Comparative perspectives
- Multi-disciplinary approaches
- Sources of information and selection of appropriate information and evidence
- Key concepts and explanations of substance use and addiction
- Policy, politics, culture and ethics in the study of alcohol and drugs
- Responses (an overview of prevention, treatment, harm reduction, control)

Learning, Teaching and Assessment Strategies

Delivery Mode

- The module is mixed mode, combining distance learning with an intensive study period of 4 ½ days.
- Preparatory work (DL) based on a learning pack will provide introductory information, readings and exercises. Students will be asked to prepare a description and commentary on at least one of the following in relation to their own country: a) alcohol or drug or smoking policy; b) prevention, harm reduction, treatment, control responses. Formative feedback will be given on this material during the intensive study period.
- Prepared work will feed into an intensive, face-to-face study period over 4 ½ days in one partner country. This will involve an international group of students and teachers and will entail lectures, small group work, individual tutorials to review study plans and provide formative feedback, and working in partnership with students from other countries and different disciplinary backgrounds. Attendance at the intensive study period will be self-financed.
- Students will be required to keep a portfolio of work. For students who, in exceptional circumstances are unable to attend, podcasts, audio material of lectures and discussions and handouts will be made available via the learning platform. Students will also have access to telephone, Skype and email discussion with tutors.

Assessment Scheme

Formative Assessment

Students will be asked to keep a portfolio of work which will include: their preparatory work (1,000 words) and a daily 'diary' (2,000 words) in which they reflect on the introductory materials and the preparatory work; the issues and learning experiences of each day during the intensive study period; they will be expected to add work/ comments related to joint group tasks and to reflect on the importance and implications of issues studied for their own country/ agency/ work and personal development. For any student not participating in the intensive study period, individual arrangements will be made for the student to 'buddy' with students in other countries to facilitate joint working and exchange of information using Adobe Connect/Collaborate on the learning platforms. (Learning Outcomes 1-6)

Learning Materials

Your online reading lists can be accessed from the My Study area of UniHub. They highlight essential and recommended reading for all modules you are registered on.

Anderson, P. and Baumberg, B. (2006) *Alcohol in Europe: public health perspective*. A report for the European Commission. London: Institute of Alcohol Studies.

Bancroft, A. (2009) *Drugs, Intoxication and Society*. Cambridge: Polity.

Berridge, V. (2013) *Demons: our changing attitudes to alcohol, tobacco and drugs*. Oxford: Oxford University Press.

Coomber, R., McElrath, K., Measham, F. and Moore, K. (2013) *Key Concepts in Drugs and Society*. London: Sage.

Gossop, M. (2013) *Living with Drugs*. Aldershot: Ashgate.

Kolind, T., Thom, B. and Hunt, G. (eds) (2016) *Handbook on Drug and Alcohol Studies – social science perspectives. Volume 1*. London: Sage.

Hellman, M., Berridge, V., Duke, K. and Mold, A. (eds) (2016) *Concepts of Addictive Substances and Behaviours across Time and Place*. Oxford: Oxford University Press.

Module Code	CRM4601
Module Title	Substance use and addiction theories
Module Level	7
Credit	20 (10 ECTS)
Owning Subject	Law
Module Leader	Dr Rachel Herring
Programme Restrictions	
Level Restrictions	7
Other Restrictions and Requirements	
Automatic Deferral	No

Aims

Using a 'life course' approach, this module aims to develop skills in the interpretation of different stages in the course of substance use and addiction through an examination of drug use patterns and addiction theories. It also aims to enable students to critically evaluate the different theoretical approaches and develop the abilities in applying them to policies, strategies and interventions.

Learning Outcomes

Knowledge

On completion of this module, the successful student will be able to:

1. Critically assess the contribution of theories to policy and practice responses
2. Critically analyse the diversity, similarities and complementarities between different theoretical approaches
3. Evaluate the factors which influence trends in drug use and perceptions of legal and illegal substance use and problem use at an individual and societal level

Skills

This module will call for the successful student to demonstrate the ability to:

4. Analyse and explain drug using career pathways drawing on relevant theoretical frameworks
5. Synthesise and critique key theoretical debates and arguments
6. Analyse case study material (identification, selection, application and critical engagement with key texts and documents)

Syllabus

- Setting the scene (the interaction between the drug, the person, and the societal setting)
- From no use to use without problems
- Use without problems to hazardous use
- From hazardous use to addiction
- From addiction to health and social effects – routes out of problem use and addiction
- Framework of addiction theories and responses from different perspectives.

Learning, Teaching and Assessment Strategy

The mode of delivery for this module is distance learning.

- Distance learning materials: online module workbook to guide reading, exercises and activities. For each unit of study, the workbook will provide: a brief introduction to the topic, specific learning outcomes for the unit, a list of essential reading and recommended further reading, exercises and activities to help students understand the issues, test understanding, consolidate reading and knowledge, and interact with other students and the tutor.
- Some podcast lectures by key experts in the field
- Tutorial support via email, phone, Skype and peer support
- Online discussion board for module to debate and comment on key issues.
- Adobe Connect/Collaborate – for students to share materials, use online meeting rooms and video conference

Assessment Scheme

Formative Assessment

Practice assignments will be required for some units. These will provide an opportunity to gain structured feedback from the tutor. Students will also be required to post their comments and thoughts on key debates to the online discussion board to interact and receive feedback from their tutor and colleagues.

Summative Assessment

Three case studies presenting different consumption careers will be set by the teaching team. Students will be asked to employ different theoretical

perspectives to analyze and explain the drug using career pathways. The analysis will be written up as a 4,000 word essay (100% of total mark). (Learning outcomes 1-6)

Assessment Weighting

Coursework 100%

Learning Materials

Your online reading lists can be accessed from the My Study area of UniHub. They highlight essential and recommended reading for all modules you are registered on.

Bancroft, A. (2009) *Drugs, Intoxication and Society*. London: Blackwell Publishers.

Coomber, R., McElrath, K., Measham, F. and Moore, K. (2013) *Key Concepts in Drugs and Society*. London: Sage.

Faupel, C., Horowitz, A., and Weaver, G. (2009) *The Sociology of American Drug Use*. Oxford: Oxford University Press.

Kolind, T., Thom, B. and Hunt, G. (eds) (2016) *Handbook on Drug and Alcohol Studies – social science perspectives. Volume 1*. London: Sage.

MacAndrew, C. and Edgerton, R. B. (1969) *Drunken Comportment: a Social Explanation*. Chicago, IL: Aldine Publishing Company.

Orford, J. (2001) *Excessive Appetites: A Psychological View of Addictions (Second Edition)*. London: Wiley.

Oroszi, G and Goldman, D. (2004) "Alcoholism: genes and mechanism", *Pharmacogenomics*, 5: 1037-1048.

Scarscelli, D. (2006) "Drug addiction between deviance and normality: a study of spontaneous and assisted remission", *Contemporary Drug Problems*, 33: 237-274.

West, R. (2006) *Theory of Addiction*. London: Blackwell Publishing.

Zinberg, N. (1984) *Drug, Set and Setting*. New Haven: Yale University Press

Module Code	CRM 4602
Module Title	Responses to drug and alcohol use
Module Level	7
Credit	20 (10 ECTS)
Owning Subject	Law
Module Leader	Dr Karen Duke
Programme Restrictions	
Level Restrictions	7
Other Restrictions and Requirements	
Automatic Deferral	No

Aims

This module aims to provide a broad understanding of the multi-disciplinary interventions at clinical and preventive level to tackle drug use and dependence. The student will learn how to apply knowledge of research methodologies and techniques in order to provide definitions and analyse the complex interaction between prevention, treatment, rehabilitation and harm reduction, to develop intervention projects or scientific works by applying relevant knowledge and skills and to elaborate evidenced-based intervention strategies at individual or group level, in the drug and alcohol field.

Learning Outcomes

Knowledge

On completion of this module, the successful student will be able to:

1. Justify the pharmacological basis of substance abuse treatment
2. Critically assess the different responses to drug and alcohol use (pharmacological interventions, psycho-social therapies, preventive interventions and harm reduction initiatives)
3. Analyse the interactions between prevention, treatment, rehabilitation and harm reduction

Skills

This module will call for the successful student to demonstrate the ability to:

4. Present logical arguments supported by evidence.
5. Evaluate the intervention approaches according to their efficacy.

6. Assess relevant information sources relating to preventive and clinical interventions.

Syllabus

The module presents the available responses to the problem of drug addiction. Responses will be considered according to the place and the role that they may play in the natural course of addiction (from no use of substances to dependence). The module consists of four units including:

- Pharmacological interventions (rationale for the use of medication, interventions for opiate, stimulants, alcohol and tobacco)
- Psycho-social therapies (cognitive behavioural therapy, motivational interviewing, 12 steps model, third generation therapies, other clinical approaches and evidence of efficacy of psycho-social therapy)
- Prevention (basic concepts in prevention, school-based interventions, family-based interventions, community-based interventions, environmental interventions, and evidence of efficacy of prevention interventions)
- Harm reduction (rationale, overall approach to drug use and drug policy development, harm reduction for heroin, cocaine and injecting drug users; harm reduction in the night-time economy; harm reduction and human rights and harm reduction and recovery debates).

Learning, Teaching and Assessment Strategy

Delivery mode

The mode of delivery for this module is distance learning.

- Distance learning materials: online module workbook to guide reading, exercises and activities. For each unit of study, the workbook will provide: a brief introduction to the topic, specific learning outcomes for the unit, a list of essential reading and recommended further reading, exercises and activities to help students understand the issues, test understanding, consolidate reading and knowledge, and interact with other students and the tutor.
- Some podcast lectures by key experts in the field
- Tutorial support via email, phone, Skype and peer support
- Online discussion board for module to debate and comment on key issues.
- Adobe Connect/Collaborate – for students to share materials, use online meeting rooms and video conference

Assessment Scheme

Formative Assessment

Practice assignments will be required for some units. These will provide an opportunity to gain structured feedback from the tutor. Students will also be required to post their comments and thoughts on key debates to the online discussion board to interact and receive feedback from their tutor and colleagues.

Summative Assessment

The module will be assessed by one online exam and one 2,000 word essay.

The online exam (50% of the total mark), consisting of short answer questions, will focus on testing the student's knowledge around the rationales for the various responses and interventions relating to drug and alcohol use

The essay (2000 words, 50% of total mark) will focus on the development of an intervention project in a specific domain chosen by the student within a specific context provided by the lecturers.

Students must pass both components of the assessment in order to pass the module.

Assessment Weighting

Online exam	50% (Learning outcomes 1, 2, and 4)
Essay	50% (Learning outcomes 3, 5 and 6)

Learning Materials

Your online reading lists can be accessed from the My Study area of UniHub. They highlight essential and recommended reading for all modules you are registered on.

European Monitoring Centre for Drugs and Drug Addiction (2014)
Multidimensional Family Therapy for Adolescent Drug Users: a systematic review. Lisbon: EMCDDA.

European Monitoring Centre for Drugs and Drug Addiction (EMCDDA). (2014a). *Prevention Profiles*. Retrieved January 23, 2014, from <http://www.emcdda.europa.eu/prevention-profiles>.

European Monitoring Centre for Drugs and Drug Addiction (EMCDDA). (2014b). About the best practice portal. Retrieved January 23, 2014, from <http://www.emcdda.europa.eu/best-practice/about>.

Filges, T., Knudsen, A.S.D., Svendsen, M.M., Kowalski, K., Benjaminsen, L., and Jørgensen, A.M.K. (2015) *Cognitive-Behavioural Therapies for Young People in Outpatient Treatment for Non-Opioid Drug Use: A Systematic Review*. Campbell Systematic Reviews:3.

Ferri, M., Allara, E., Bo, A., Gasparri, A., and Faggiano, F. (2013) Media campaigns for the prevention of illicit drug use in young people. *Cochrane Database of Systematic Reviews 2013*, Issue 6. Art. No.: CD009287. DOI: 10.1002/14651858.CD009287.pub2.

Faggiano, F., Vigna-Taglianti, F., Burkhart, G., Bohrn, K., Cuomo, L., Gregori, D., Panella, M., Scatigna, M., Siliquini, R., Varona, L., van der Kreeft, P., Vassara, M., Wiborg, G., Galanti, M.R.; the EU-Dap Study Group. (2010) The effectiveness of a school-based substance abuse prevention program: 18-Month follow-up of the EU-Dap cluster randomized controlled trial. *Drug and Alcohol Dependence*,108: 56-64

Rhodes, T. (ed) (2010) *Harm Reduction: evidence, impacts and challenges*. EMCDDA Scientific Monograph. Lisbon: EMCDDA.

Module Code	CRM 4605
Module Title	Research Methods for Drug and Alcohol Studies
Module Level	7
Credit	20 (10 ECTS)
Owning Subject	Law
Module Leader	Dr Linda Bell
Programme Restrictions	
Level Restrictions	7
Other Restrictions and Requirements	
Automatic Deferral	No

Aims

This module aims to familiarise students with major approaches to research; develop their skills in designing a research proposal; enhance their skills in qualitative and quantitative methods; enhance their critical appreciation of research; and ensure students are able to apply relevant approaches and methods to their own research project or extended literature review at master's level.

Learning Outcomes:

Knowledge

On completion of this module, the successful student will be able to:

1. Compare different methodological approaches to research in drug and alcohol fields and demonstrate a critical understanding of how different research methods can be applied to research in substantive fields.
2. Critically analyse the ethical underpinnings of research and relevance to substantive area(s)
3. Explain the processes involved in qualitative and quantitative data collection and analysis

Skills

This module will call for the successful student to demonstrate the ability to:

4. Formulate a research question and produce a coherent research proposal relevant to and appropriate for a dissertation at level 7 in the substantive area(s)

5. Appropriately apply knowledge of research design and at least one method of generating and analysing research data to the research proposal
6. Demonstrate critical evaluation skills relevant to substantive research area (s)

Syllabus

- Applied research (definitions, ways of asking questions and critical evaluation skills)
- Methodological context of applied research
- Different approaches to research design
- Research issues, processes and ethics
- Surveys, questionnaire design, and sampling methods
- Quantitative data analysis
- Clinical trials
- Epidemiological approaches
- Qualitative research approaches and methods
- Analysis of qualitative data
- Cross national approaches
- Longitudinal research.

Learning, Teaching and Assessment Strategy

The mode of delivery for this module is distance learning.

- Distance learning materials: online module workbook to guide reading, exercises and activities. For each unit of study, the workbook will provide: a brief introduction to the topic, specific learning outcomes for the unit, a list of essential reading and recommended further reading, exercises and activities to help students understand the issues, test understanding, consolidate reading and knowledge, and interact with other students and the tutor.
- Some podcast lectures by key experts in the field
- Tutorial support via email, phone, Skype and peer support
- Online discussion board for module to debate and comment on key issues.
- Adobe Connect/Collaborate – for students to share materials, use online meeting rooms and video conference

Assessment Scheme

Formative Assessment

Practice assignments will be required for some units. These will provide an opportunity to gain structured feedback from the tutor. Students will also be required to post their comments and thoughts on key debates to the online discussion board to interact and receive feedback from their tutor and colleagues.

Summative Assessment

3,000 word research proposal relevant to social research in substantive area(s) (Learning outcomes 1, 2, 4, and 5)

Unseen online examination (Learning outcomes 3 and 6), consisting of short answer questions, on the processes involved in qualitative and quantitative data collection and analysis and evaluations of their limitations.

Students must pass both components of the assessment in order to pass the module.

Assessment Weighting

Coursework	75%
Exam	25%

Learning Materials

Your online reading lists can be accessed from the My Study area of UniHub. They highlight essential and recommended reading for all modules you are registered on.

Becker, S., Bryman, A. and Ferguson, H. (eds) (2012) *Understanding research for social policy and social work*. Bristol: The Policy Press.

Bell, L. (2016) *Research methods for social workers*. London: Palgrave MacMillan.

Bowling, A. (2014) *Research methods in health*. 4th revised edition. Open University Press.

European Monitoring Centre for Drugs and Drug Addiction (EMCDDA) (2000) *Understanding and responding to drug use: the role of qualitative research*.

EMCDDA Scientific Monograph Series no.4. Luxembourg: Office for Official Publications of the European Communities.

Hart, C. (2009) *Doing a literature review: releasing the social science research imagination*. London: Sage.

Miller, P. G., Strang, J. and Miller, P.M. (eds) (2010) *Addiction research methods*. Wiley-Blackwell.

Walliman, N (2011) *Your research project: designing and planning your work*. 3rd edition. London: Sage.

Yalisove, D. (2003) *Introduction to alcohol research: implications for treatment, prevention and policy*. Pearson Education.

Journal: *International Journal of Social Research Methodology* (Taylor & Francis/ Routledge)

Module Code	CRM4606
Module Title	Evidence-based practice applied to prevention and treatment
Module Level	7
Credit	20 (10 ECTS)
Owning Subject	Law
Module Leader	Prof Betsy Thom
Programme Restrictions	
Level Restrictions	7
Other Restrictions and Requirements	
Automatic Deferral	No

Aims

This module aims to enable students to take decisions on the bases of scientific evidence in order to tackle the different aspects of substance use and addiction problems. It considers the main features of evidence-based practice and the scientific standards for evaluating the effectiveness of interventions.

Learning Outcomes

Knowledge

On completion of this module, the successful student will be able to:

1. Critically assess the main methodological problems of the design and conduct of effectiveness studies in the field of drugs and alcohol use.
2. Analyse the main sources of heterogeneity in scientific reports.
3. Critically evaluate the characteristics, opportunities and limitations of the guidelines of professional practice based on evidence of effectiveness.

Skills

The module will call for the successful student to demonstrate the ability to:

4. Define and develop questions for the search of evidence on the effectiveness of interventions into the databases of scientific literature.
5. Identify and justify the most appropriate databases of scientific literature to be searched.

6. Elaborate and apply sensitive and specific search strategies in order to identify information needed.

Syllabus

- What is evidence-based practice?
- Scientific standards for the evaluation of effectiveness of interventions
- Other study designs for the evaluation of effectiveness
- Systematic reviews
- Evidence-based guidelines of practice.

Learning, Teaching and Assessment Strategy

The module will be delivered by a mixed mode including distance learning and master classes:

- Five theoretical sessions will be delivered by distance learning and supported by learning material. This will include a module workbook to guide the reading of scientific papers.
- Each theoretical session will be followed by a practical session aimed at solving a case using scientific evidence. For example after the first session, students will decide the databases to be searched and will develop the search strategy; after the second session, they will search randomised studies, gather them, read them and extract useful data. The practical session will be carried out individually by each student. The feedback will be given to the students after each exercise by the tutor as formative assessment.
- This module will be completed by the presentation of the cases solved by students. A PPT presentation will be available on the electronic learning platform containing the case presentation, method and materials adopted by the student to find the solution and the solution proposed by the student on the basis of the evidence found.
- Tutorial support via email, phone, Skype and peer support
- Internet discussion board for module on common learning platform
- Adobe Connect/Collaborate – for students to share materials, use online meeting rooms and video conference

Assessment scheme

Formative Assessment

Practice assignments will be required for some units. These will provide an opportunity to gain structured feedback from the tutor. Students will also be required to post their comments and thoughts on key debates to the online discussion board to interact and receive feedback from their tutor and colleagues.

Summative Assessment

The module will be assessed by one 4,000 word report which presents the solution of the case carried out by the student. The report will include the description of the case, a theoretical background, the search strategy, the methods used to search evidence, the evidence gathered, the critical appraisal, the criteria used to build the evidence-based solution, the solution proposed and a critical discussion of the solution proposed. (Learning outcomes 1-6)

Assessment Weighting

Coursework 100%

Learning Materials

Your online reading lists can be accessed from the My Study area of UniHub. They highlight essential and recommended reading for all modules you are registered on.

Chalmers, I. (2003) 'Trying to do more Good than Harm in Policy and Practice: The Role of Rigorous, Transparent, Up-to-Date Evaluations', *The ANNALS of the American Academy of Political and Social Science*, 589: 22-40.

Guyatt, G et al. (2002) *Users' guides to the medical literature*. AMA press.

Macintyre, S. and Petticrew, M. (2000). 'Good intentions and received wisdom are not enough', *Journal of Epidemiology and Community Health* 54:802-3.

Petrosino, A., R. F. Boruch, C. Rounding, S. McDonald, and I. Chalmers. (2000). 'The Campbell Collaboration Social, Psychological, Educational & Criminological Trials Register (C2-SPECTR)', *Evaluation and Research in Education* 14:206-19.

Petrosino, A., C. Turpin-Petrosino, and J. Buehler. (2003). "Scared Straight" and other juvenile awareness programs for preventing juvenile delinquency (Cochrane Review). In *The Cochrane Library*, issue. 1. Oxford: Update Software.

Prideaux, D. (2002). 'Researching the outcomes of educational interventions: A matter of design', *British Medical Journal*, 324:126-27.

Sterne, J., Egger, M, and Davey Smith, G. (2001). 'Investigating and dealing with publication and other biases in meta-analysis', *British Medical Journal*, 323:101-5.

Module Code	CRM4603
Module Title	Drug and Alcohol Policies in Europe
Module Level	7
Credit	20 (10 ECTS)
Owning Subject	Law
Module Leader	Prof Betsy Thom
Programme Restrictions	
Level Restrictions	7
Other Restrictions and Requirements	
Automatic Deferral	No

Aims

This module aims to develop a critical approach to analysing how drug, alcohol and tobacco policies are developed, implemented and evaluated at international, national, and local levels. There will be a focus on European policy within a global context and students will be encouraged to examine their own national and local policies within this broader context.

Learning Outcomes

Knowledge

On completion of this module, the successful student will be able to:

1. Explain and analyse a range of factors which influence policy making and the policy process at national and international levels and relate the analysis to at least one specific policy
2. Evaluate the role of 'science' and 'evidence' in policy making in relation to prevention, harm reduction or treatment policies at international and national level
3. Analyse and critically assess the influence of international and European policy statements on national and/ or local policy using at least one specific policy example from either alcohol, drugs or smoking.

Skills

This module will call for the successful student to demonstrate the ability to:

4. Apply policy science theories to the analyses of international, national and local policy and policy processes

5. Develop a critical approach to analysing international and European policy on substance use and misuse and its relationship to national policies
6. Synthesise a range of information sources on international and European policy

Syllabus

- Introduction: examining policy and the policy process.
- What are the factors that influence policy making at international/European/national/ local levels? (stakeholders; policy brokers; issues of power and resources; cultural/ economic/ political tensions etc.)
- Exploration of examples of prevention, harm reduction, and treatment policies in different European countries.
- The role of 'evidence' and science in informing policy in Europe.
- What are the barriers and obstacles to, and the reality of implementing European substance use/misuse policy at a national and local level?

Learning, Teaching and Assessment Strategy

The mode of delivery for this module is distance learning:

- Distance learning materials: online module workbook to guide reading, exercises and activities. For each unit of study, the workbook will provide: a brief introduction to the topic, specific learning outcomes for the unit, a list of essential reading and recommended further reading, exercises and activities to help students understand the issues, test understanding, consolidate reading and knowledge, and interact with other students and the tutor.
- Some podcast lectures by key experts in the field
- Tutorial support via email, phone, Skype and peer support
- Online discussion board for module to debate and comment on key issues.
- Adobe Connect/Collaborate – for students to share materials, use online meeting rooms and video conference

Assessment Scheme

Formative Assessment

Practice assignments will be required for some units. These will provide an opportunity to gain structured feedback from the tutor. Students will also be required to post their comments and thoughts on key debates to the online discussion board to interact and receive feedback from their tutor and colleagues.

Summative Assessment

The module will be assessed by 2 essays each worth 50% of the marks.

- One 2,000 word essay which tests students' knowledge and understanding of the policy-making process and policy formulation, thus the task is underpinned by a policy science perspective. (Learning outcomes 2, 4 and 5)
- One 2,000 word essay which will critically analyse the relationship between European policy and national policy in at least two European countries (a comparative case study). Students will elect to focus either on alcohol, drugs or tobacco policy. (Learning outcomes 1, 3, and 6)

Students must pass both components of the assessment in order to pass the module.

Assessment Weighting

Coursework 100%

Learning Materials

Your online reading lists can be accessed from the My Study area of UniHub. They highlight essential and recommended reading for all modules you are registered on.

Anderson P. and Baumberg B. (2006) *Alcohol in Europe. A Public Health Perspective* A report for the European Commission London: Institute of Alcohol Studies.

Bayer R. and Feldman E. (2004) *Unfiltered Conflicts over Tobacco Policy and Public Health* Harvard University Press. Chapter by Anna Gilmore on Europe.

Boekout Van Solinge, T. (2004) *Dealing with Drugs in Europe. An Investigation of European Drug Control Experiences: France, the Netherlands and Sweden*. Bju Legal Publishers: La Haye.

Chatwin, C. (2011) *Drug Policy Harmonization and the European Union*. London: Palgrave Macmillan.

Elvins, M. (2003) *Anti-drugs Policies of the European Union*. Palgrave MacMillan: New York.

Hedrich, D., Pirona A., and Wiessing, L. (2008) From Margin to Mainstream: The Evolution of Harm Reduction Responses to Problem Drug Use in Europe. *Drugs: Education, Prevention and Policy*, 15 (6): 503-517.

Hellman, M., Berridge, V., Duke, K. and Mold, A. (eds) (2016) *Concepts of Addictive Substances and Behaviours across Time and Place*. Oxford: Oxford University Press.

Kolind, T., Thom, B. and Hunt, G. (2016) *Handbook on Drug and Alcohol Studies – social science perspectives. Volume 1*. London: Sage.

Midgley, J. and Livermore, M. (Eds.) (2008) *The Handbook of Social Policy*. London: Sage.

Rhodes T. (ed.) (2010) *Harm Reduction: Evidence, Impacts and Challenges*. EMCDDA Scientific Monograph. Lisbon: EMCDDA.

A list of websites with sources of information on European policy will be provided. Key policy documents available on the web will be recommended within the module.

Module Code	CRM 4607
Module Title	Drugs and Crime
Module Level	7
Credit	20 (10 ECTS)
Owning Subject	Law
Module Leader	Dr Karen Duke
Programme Restrictions	
Level Restrictions	7
Other Restrictions and Requirements	
Automatic Deferral	No

Aims

This module aims to develop advanced skills in the application of criminological theories and concepts in relation to drugs, drug use, and drugs control and in critically analysing the relationship between drugs and crime. Students will critically evaluate the laws, policies and institutions of drugs control within their social, political and economic contexts and compare and contrast the role of the criminal justice system in responding to drugs in various countries. The module also aims to foster a critical interest in the reform of drugs control policy and institutions at both national and international levels.

Learning Outcomes:

Knowledge

On completion of this module, the successful student will be able to:

1. Critically assess the relationship between drugs, crime and social structural factors by evaluating the research and evidence base
2. Critically analyse the diversity and similarities between different systems of drugs control with particular reference to the criminal justice system
3. Critically evaluate the role of the criminal justice system as a response to drugs in contemporary society through the application of criminological theories and concepts

Skills

This module will call for the successful student to demonstrate the ability to:

4. Formulate, present and critique structured arguments and key debates in relation to drugs control and justify conclusions drawn based on research evidence
5. Compare and contrast policy documentation relating to drugs control in different countries
6. Manage their own time and resources in undertaking a distance education module

Syllabus

- Key criminological concepts, theories and perspectives relating to drugs and drug use
- The relationship between drugs and crime
- Comparison of drugs policy systems globally and the role of the criminal justice system
- Policing drugs, markets and trafficking
- Diversion from the criminal justice system and quasi-compulsory treatment
- Drugs and prisons
- Possibilities for drug policy reform: prohibition, legalisation and decriminalisation

Learning, Teaching and Assessment Strategy

The mode of delivery for this module is distance learning.

- Distance learning materials: online module workbook to guide reading, exercises and activities. For each unit of study, the workbook will provide: a brief introduction to the topic, specific learning outcomes for the unit, a list of essential reading and recommended further reading, exercises and activities to help students understand the issues, test understanding, consolidate reading and knowledge, and interact with other students and the tutor.
- Some podcast lectures by key experts in the field
- Tutorial support via email, phone, Skype and peer support
- Online discussion board for module to debate and comment on key issues.
- Adobe Connect/Collaborate – for students to share materials, use online meeting rooms and video conference

Assessment Scheme

Formative Assessment

Practice assignments will be required for some units. These will provide an opportunity to gain structured feedback from the tutor. Students will also be

required to post their comments and thoughts on key debates to the online discussion board to interact and receive feedback from their tutor and colleagues.

Summative Assessment

The module will be assessed by two essays each worth 50% of the marks.

- 2,000 word comparative essay: Students will be required to submit a comparison of the national drugs policies of two countries of their choice which compares and contrasts the involvement of the criminal justice system in drugs control in the two countries (Summative) 50% of the total marks. (Learning outcomes 2, 5, and 6)
- 2,000 word evaluative essay: Applying criminological theories and concepts, students will be required to provide a critique and assessment of a specific drugs initiative within the criminal justice system (e.g. arrest referral, street level enforcement, policing drug markets, quasi-compulsory drug treatment, drug courts, drug testing or treatment in prison etc) with reference to the relevant research literature and evidence. (Summative) 50% of the total marks. (Learning outcomes 1, 3, 4, and 6)

Students must pass both components of the assessment in order to pass the module.

Assessment Weighting

Coursework 100%

Learning Materials

Your online reading lists can be accessed from the My Study area of UniHub. They highlight essential and recommended reading for all modules you are registered on.

Bean, P. (2014) *Drugs and Crime*. 4th edition. London: Routledge.

Bowser, B.P., Word, C. O., and Seddon, T. (2014) *Understanding Drug Use and Abuse: a global perspective*. London: Palgrave MacMillan.

EMCDDA (2012) *Prisons and Drugs in Europe: the problem and responses*. Lisbon: EMCDDA.

EMCDDA (2015) *Alternatives to Punishment for Drug-using Offenders*. Lisbon: EMCDDA.

http://www.emcdda.europa.eu/attachements.cfm/att_240836_EN_TDAU14007ENN.pdf

Hucklesby, A. and Wincup, E. (eds) (2010) *Drug Interventions in the Criminal Justice System*. Open University Press.

Duke, K. and Kolind, T. (eds) (2016) Special Issue on Drugs and Prisons. *Drugs: education, prevention and policy* - forthcoming

Kolind, T., Thom, B. and Hunt, G. (eds) (2016) *Handbook on Drug and Alcohol Studies – social science perspectives. Volume 1*. London: Sage.

Tiger, R. (2013) *Judging Addicts: Drug Courts and Coercion in the Justice System*. New York: New York University Press.

Module Code	CRM4608
Module Title	User perspectives
Module Level	7
Credit	20 (10 ECTS)
Owning Subject	Law
Module Leader	Dr David Porteous
Programme Restrictions	
Level Restrictions	7
Other Restrictions and Requirements	
Automatic Deferral	No

Aims

This module aims to critically assess and reflect upon the central aspects of employing a user perspective in both drug and alcohol services and academic research. In relation to service provision, this perspective enables the student to challenge existing practices towards users and to re-examine ideas about motivation, goals, and outcomes in drug and alcohol treatment processes. In research, a user perspective will help students to shift their focus away from abstract and objective estimations of use towards a focus on power relations and the life-worlds of alcohol and drug users.

Learning Outcomes

Knowledge

On completion of this module, the successful student will be able to:

1. Assess the concrete areas of and the practical feasibility of user participation and empowerment in alcohol and drug treatment services.
2. Analytically address central aspects of alcohol and drug users' life worlds and subjective experiences of living with drugs, including stigmatization, resistance, social relations, economy, and experiences of dependence.
3. Critically analyse the implications of employing a user perspective in academic research on drug and alcohol use.

Skills

This module will call for the successful student to demonstrate the ability to:

4. Communicate the strengths of and challenges to the user perspective to both colleagues and non-specialists.

5. Synthesise structured arguments and key debates in relation to user perspectives within a European context.

Syllabus

- Introduction: Why a user perspective?
- Historical roots of the ideology of empowerment and user participation in different countries
- Case studies of user involvement in drug and alcohol treatment
- User perspectives in drug and alcohol treatment research
- Misuse and dependency – users' perspective versus official definitions
- Users' life-worlds
- Living with drugs and alcohol.

Teaching, Learning and Assessment Strategy

Delivery Mode

The mode of delivery for this module is distance learning.

- Distance learning materials: online module workbook to guide reading, exercises and activities. For each unit of study, the workbook will provide: a brief introduction to the topic, specific learning outcomes for the unit, a list of essential reading and recommended further reading, exercises and activities to help students understand the issues, test understanding, consolidate reading and knowledge, and interact with other students and the tutor.
- Some podcast lectures by key experts in the field
- Tutorial support via email, phone, Skype and peer support
- Online discussion board for module to debate and comment on key issues.
- Adobe Connect/Collaborate – for students to share materials, use online meeting rooms and video conference

Assessment Scheme

Formative Assessment

Practice assignments will be required for some units. These will provide an opportunity to gain structured feedback from the tutor. Students will also be required to post their comments and thoughts on key debates to the online discussion board to interact and receive feedback from their tutor and colleagues.

Summative Assessment

The module will be assessed by one 4,000 word assignment. The assignment will involve focussing on the practical aspects of how to implement and map a user perspective in drugs and alcohol treatment. (Learning outcomes 1-5)

Assessment Weighting

Coursework 100%

Learning Materials

Your online reading lists can be accessed from the My Study area of UniHub. They highlight essential and recommended reading for all modules you are registered on.

Anker, J., Asmussen, V., Kouvonen, P. & Tops, D. (Eds.) (2006) *Drug Users and Spaces for Legitimate Action*. Helsinki, NAD. Selected articles.

Bjerge, B., Duke, K., Asmussen Frank, V., Rolando, S. and Eisenbach-Stangl, I. (2016) 'Exploring user groups as stakeholders in drug policy processes in four European countries' in Hellman, M., Berridge, V., Duke, K. and Mold, A. (eds) *Concepts of Addictive Substances and Behaviours across Time and Place*. Oxford: Oxford University Press.

Bourgeois, P. (2003) *In Search of Respect*. Cambridge: Cambridge University Press.

Brun, C. & Rapp, R. (2001) Strengths-Based Case Management: Individuals' Perspectives on Strengths and the Case manager Relation, *National Association of Social Workers*, 46: 278-288.

Chatwin C. & Porteous D. (2013) 'Insiders? The experience and perspective of long-term, regular cannabis users'. *Contemporary Drug Problems*, 40: 235-257

Dahl, H. (2007) 'The methadone game: control strategies and responses', IN Fountain, J. & Korf, D. J. (eds.) *Drugs In Society. European Perspectives*. Oxford: Radcliffe Publishing.

Koester, S., Anderson, K. & Hoffer, L. (1999) 'Active Heroin Injector's Perceptions and Use of Methadone Maintenance Treatment: Cynical Performance or Self-Prescribed Risk Reduction?', *Substance Use & Misuse*, 34: 2135-2153.

Kolind, T. (2007) 'Form or content. The application of user perspectives in treatment research', *Drugs: Education, Prevention and Policy*, 14: 261-277.

Neale, J. (1998) 'Drug users' views of drug service providers', *Health and Social Care in the Community*, 6: 308-317.

Tutenges, S. (ed) (2015) *From the drug user's perspective*. Special Issue of *Drugs: education, prevention and policy*, 22 (3): 263-310.

Module Code	CRM4609
Module Title	Cultural and social aspects of drug and alcohol use
Module Level	7
Credit	20 (10 ECTS)
Owning Subject	Law
Module Leader	Dr Rachel Herring
Programme Restrictions	
Level Restrictions	7
Other Restrictions and Requirements	
Automatic Deferral	No

Aims

This module aims to enable the students to critically assess the differences and similarities between societies and historical periods in alcohol and drug use patterns. Students will be able to recognize different patterns of use through diverse sources, including research in the field but also the images offered by literature, art and music, including the meanings and pleasure that individuals seek through alcohol and drug consumption.

Learning Outcomes

Knowledge

On completion of this module, the successful student will be able to:

1. Critically evaluate different European use patterns over time, both in relation to volume as well as culturally influenced ways of consumption and abstention.
2. Critically analyse the relationship between drugs, alcohol and pleasure.
3. Critically assess the influence of alcohol and drugs use in relation to the creation of individual and group identities.

Skills

This module will call for the successful student to demonstrate the ability to:

4. Critically assess differences throughout Europe from research of use patterns, meanings, prevalence, culture and abstention.

5. Formulate key questions concerning the role of drugs and alcohol in group dynamics.
6. Draw on evidence to evaluate the role of drugs and alcohol in popular culture.

Syllabus

- Drugs and alcohol in world cultures - anthropological and historical perspectives
- Why people use drugs/what people 'do' with drugs
- Role of the media
- European drinking and drug use patterns
- Drugs, alcohol and group identity (class, ethnicity, gender and youth)
- Drugs, pleasure and popular culture.

Learning, Teaching and Assessment Strategy

The mode of delivery for this module is distance learning.

- Distance learning materials: online module workbook to guide reading, exercises and activities. For each unit of study, the workbook will provide: a brief introduction to the topic, specific learning outcomes for the unit, a list of essential reading and recommended further reading, exercises and activities to help students understand the issues, test understanding, consolidate reading and knowledge, and interact with other students and the tutor.
- Some podcast lectures by key experts in the field
- Tutorial support via email, phone, Skype and peer support
- Online discussion board for module to debate and comment on key issues.
- Adobe Connect/Collaborate – for students to share materials, use online meeting rooms and video conference

Assessment Scheme

Formative Assessment

Practice assignments will be required for some units. These will provide an opportunity to gain structured feedback from the tutor. Students will also be required to post their comments and thoughts on key debates to the online discussion board to interact and receive feedback from their tutor and colleagues.

Summative Assessment

The module will be assessed by one 4,000 word essay. The essay will involve focusing on the differences and similarities in alcohol and drug use in European societies over time. (Learning outcomes 1-6)

Assessment Weighting

Coursework 100%

Learning Materials

Your online reading lists can be accessed from the My Study area of UniHub. They highlight essential and recommended reading for all modules you are registered on.

Beccaria, F., & Sande, A. (2003). 'Drinking games and rite of life projects. A social comparison of the meaning and function of young people's use of alcohol during the rite of passage to adulthood in Italy and Norway'. *Nordic Journal of Youth Research*, 11(2): 99-119.

Herd D. (2008). 'Changes in drug use prevalence in rap music songs, 1979-1997', *Addiction Research and Theory*, 16 (2): 167-180.

Holt M., and Treloar C. (eds) (2008). 'Pleasure and drugs', *The International Journal of Drug Policy*, 19(5): 349-423.

Hunt, G. (2007). 'Drugs and the meaning of risk and pleasure'. *Journal of Youth Studies*, 10(1): 73-96.

Jarvinen M., and Room R. (2007). *Youth Drinking Cultures*. Aldershot-Burlington: Ashgate.

Manning, P. (ed) (2007). *Drugs and Popular Culture: drugs, media and identity in contemporary society*. Cullompton: Willan Publishing.

Martinic, M., & Measham, F. (eds.). (2008). *Swimming with Crocodiles: the culture of extreme drinking*. London: Routledge.

Ward, J.R. (2012) *Flashback: drugs and dealing in the golden age of the London rave scene*. Cullompton: Willan Publishing.

Module Code	SSC4031
Module Title	Integrated Work and Learning
Module Level	7
Credit	20
Owning Subject	Social Science
Module Leader	Dr Alessio D'Angelo/Prof Anthony Goodman
Programme Restrictions	MA International Relations; MA Global Governance and Sustainable Development; MA Environmental Law and Justice; LLM – all versions; Sociology and Criminology MA's
Level Restrictions	7
Other Restrictions and Requirements	This module is a barred combination with SSC4060 Work Integrated Learning and LAW4641 Practicum in International Organisations
Automatic Deferral	No

Aims

This practical experience module provides the means for students to link academic work with 'real world' work experience related to their specific programme. The aim is to enable the student to conceptualise the relation of theory to policy decisions within the wider world context. This module also aims to develop and embed specific key skills which will facilitate career paths and employment in their chosen speciality. It is envisaged that the student will reflect and analyse areas of knowledge relevant to the placement learning experience and develop personal knowledge through review of learning. This learning experience provides students with the opportunity to enhance their skills of self-expression, communication, self-reliance, cooperation and team working within an area of work related to their chosen pathway.

Learning Outcomes

Knowledge

On completion of this module the successful student will be able to:

1. Critically examine the organisational structures, policies and operational aspects of the placement organisation and the global, regional, national or local political and economic contexts within which the organisation operates
2. Examine the impact of policy, legal or governance structures on everyday work, organisational culture and leadership/management approaches

3. Demonstrate ability to critically analyse policy or legislation relevant to the chosen degree pathway, appreciating the impact on the placement organisation

Skills

This module will call for the successful student to demonstrate ability to:

4. Prepare a CV, seek out internship experience, engage in any recruitment processes required /or prepare a project proposal, negotiate as appropriate with line manager
5. Make critical judgements about own learning and performance, professional and personal development, justifying the criteria by which they appraise themselves accordingly.
6. Work as part of a team and communicate effectively with colleagues and clients from professionally and culturally diverse backgrounds
7. Write evidence based reports, make presentations, use technology appropriate to the work environment

Syllabus

This will be individual to each student and internship experience but will emphasise the application of theory and evidence based knowledge, self-reflection, critical analysis, political and policy awareness, teamwork and use of ICT.

Learning, Teaching and Assessment Strategies

The learning experience requires a deliberate but light touch input from the university and workplace. Facilitation and support for learning will be through the allocation of a work based facilitator and an academic supervisor with relevant experience.

The onus is on the student to design and negotiate learning outcomes with the placement organisation or workplace and university and to agree an action plan, using specific, measurable, achievable realistic and timely goals, specific to the chosen specialist pathway.

Students will be required to spend 15 days in internship placements specific to their degree pathway. This can be negotiated to suit the needs of the student and the organisation and may take the form of one day per week, or a block of time over a given period.

Students who undertake work- integrated learning in their current workplace (or voluntary role) will be required to undertake a specific project or experience

activities or areas of work outside their usual roles to ensure a positive and sustainable learning environment.

Students will be required to develop a negotiated learning agreement with proposed learning outcomes within two weeks of commencing the module. Formative feedback will be given.

The reflective diary will be submitted about half way through the experience in negotiation with the allocated workplace facilitator and academic supervisor. Formative feedback will be given.

Assessment

Formative Assessment

Negotiated learning agreement – this should be submitted within two weeks of commencing the module and be agreed by the module leader or person designated (e.g. placement supervisor).

The Reflective Diary must be submitted half way through the internship period at a date agreed with the module leader or a designated person (e.g. placement supervisor).

Summative Assessment

A 3000 word critical report of the experience 100% (outcomes 1- 7)

The report should be a fully detailed, critical evaluation of the placement organisation and your role in it. This will expand on the Negotiated Learning Agreement. It will critically evaluate the aims and goals of the organisation and whether these aims and goals are achieved and the factors which inhibit or enable achievement. Evidence may be drawn from primary research, from the placement experience or documents and reports produced by the organisation. The focus should be on the specialised pathway discussed in the context of academic literature and policy debates within the relevant body of knowledge.

Assessment Weighting

Critical report 100%

Learning Materials

Your online reading lists can be accessed from the My Study area of UniHub. They highlight essential and recommended reading for all modules you are registered on.

Down, S. (1995). *Learning at work: Making things happen*. London: Kogan Page.

Fish, D. and Coles, C., (1998). *Developing professional judgement through the critical appreciation of practice*. Oxford: Butterworth – Heinemann.

Goodman, A. (2013). *Social work with drug and substance misusers*. Exeter: Learning Matters.

Schon, D. (1991). *The Reflective Practitioner*. Aldershot: Arena.

Module Code	CRM4604
Module Title	Dissertation in drug and alcohol studies (core)
Module Level	7
Credit	60
Owning Subject	Law
Module Leader	Dr Karen Duke
Programme Restrictions	
Level Restrictions	7
Other Restrictions and Requirements	
Automatic Deferral	No

Aims

This module aims to provide students with the opportunity to develop a detailed and advanced understanding of a particular aspect of drug and/or alcohol policy and practice. Students will define their own topic area, write a proposal for their dissertation work, conduct a comprehensive review of existing knowledge on the subject, formulate a methodology for conducting their own enquiries and write an in-depth report of the findings of their research. Alternatively, students may choose to conduct a theoretically oriented piece of work involving the systematic analysis of an issue or area of policy/practice

Learning outcomes

Knowledge

On completion of this module the successful student will be able to:

1. Critically evaluate research and scholarship in the area of study;
2. Assess and justify particular research designs and methodologies;
3. Systematically critique the political, ethical and theoretical nature of inquiry in respect of drugs and alcohol issues;
4. Apply and critique relevant key concepts and theoretical perspectives within their analyses.

Skills

This module will call for the successful student to demonstrate ability to:

5. Justify an original topic for investigation based on a thorough review of the literature;
6. Design and conduct a lengthy piece of research and/or theoretical enquiry;

7. Synthesise and apply a wide variety of up-to-date sources and information according to the goals of their study;
8. Develop a well argued, innovative and evidence-based piece of writing.

Syllabus

This will be dictated by each student's choice of topic for their dissertation, but will include guidance such as finding a focus for the area of study, formulating research questions/defining topics, using theory and developing theoretical frameworks, examining ethics, politics and values in the area of study, developing research designs and methodologies, dealing with data and writing-up.

Learning, Teaching and Assessment Strategies

Each student will be allocated a supervisor with whom they will have regular tutorials for the duration of their study. In addition, a dissertation guide will be provided to each student which will be tailored to their chosen topic and programme of study in consultation with their supervisor. This module builds upon the core modules, CRM4601 Substance Use and Addiction Theories, which alerts students to contemporary theoretical debates and frameworks, CRM4605 Research Methods for drug and alcohol studies, which includes the development of a research proposal, CRM4606 Evidence-based practice applied to prevention and treatment, and CRM4603 Drug and alcohol policies in Europe, which introduces students to European policy frameworks and contexts.

Assessment Scheme

Formative Assessment

Depending on the nature of their topic and proposed project, the students will be asked to submit some of the following pieces of work for formative feedback from their dissertation supervisor: brief outline of the topic/research question and justification; research proposal; discussion of theoretical framework and literature review; discussion of ethics and completion of University ethics form, outline of research methods; and an outline of key chapters/sections.

Summative Assessment

The module is assessed via a 12,000 word dissertation (Learning outcomes 1-8).

Assessment Weighting

Coursework 100%

Learning Materials

Your online reading lists can be accessed from the My Study area of UniHub. They highlight essential and recommended reading for all modules you are registered on.

These will be dictated by the student's choice of topic for their dissertation. It is expected that students will draw on the reading they have done on other modules and in particular that for CRM4601 Substance Use and Addiction Theories, CRM4605 Research Methods for drug and alcohol studies, and CRM4606 Evidence-based practice applied to prevention and treatment.

Becker, H. (2008) *Writing for Social Scientists: How to start and finish your thesis, book or article*. 2nd edition. Chicago: University of Chicago Press.

Bouma, G. and Ling, R. (2005) *The Research Process*. Oxford: Oxford University Press.

Creswell, J. W. (2013) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 4th edition. London: Sage

Hart, C. (2009) *Doing a Literature Review: releasing the social science research imagination*. London: Sage.

Hewson, C. et al. (2016) *Internet Research Methods: a practical guide for the social and behavioural sciences*. London: Sage.

Prior, L. (2003) *Using Documents in Social Research*. London: Sage.

Punch, K.F. (2006) *Developing Effective Research Proposals*. London: Sage.

Talbot, C. (2010) *Studying at a Distance: a guide for students*. 3rd edition. Maidenhead: Open University Press.