

## Programme Specification and Curriculum Map for MSc in Dual Diagnosis

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<b>1. Programme title</b>	MSc in Dual Diagnosis
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University
<b>4. Programme accredited by</b>	
<b>5. Final qualification</b>	MSc in Dual Diagnosis
<b>6. Academic year</b>	2008-09
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Part-time

### 9. Criteria for admission to the programme

To access the MSc students must have successfully passed the Postgraduate Certificate

in Dual Diagnosis, hence will carry forward 60 credits @ level 4.

Applicants must be working or have access to clinical practice or a service area as they will be expected to undertake a service review as part of their assignments (i.e. MHR4629). Seconding authorities will therefore be expected to make allowances for students to obtain the relevant access.

Please note that disabilities should not preclude a student from studying this programme

## 10. Aims of the programme

The programme aims to:

1. Encourage critical discussion on current response and practice in the management of dual diagnosis
2. Provide a forum in which students can compare and contrast their field experience in working with dual diagnosis
3. Stimulate critical evaluation on ways of improving practice within the area of dual diagnosis
4. Foster critical discussion and support for the importance of multiagency and multidisciplinary work as part of the strategic response framework in working with dual diagnosis clients
5. Stimulate and foster leadership skills in the areas of service and practice development
6. Equip students to undertake research and service reviews in the area of dual diagnosis

## 11. Programme outcomes

### A. Knowledge and understanding

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

1. The current health and social environment needed to develop a strategic overview for the management of dual diagnosis within the context of clinical practice.
2. Developing a research or work

### Teaching/learning methods

Students gain knowledge and understanding through the emphasis on developing the students to be responsible for their own learning and progress. Lectures and seminars both from programme team staff and outside specialists are used to explore the key issues and concepts.

Problem based scenarios are used to critically analyse a situation and develop recommendations for effective dual diagnosis care.

<p>based learning project</p> <ol style="list-style-type: none"> <li>3. How to implement a research or work based learning project</li> <li>4. How to make recommendations for future research or service development</li> </ol>	<p>In addition to workshops, one to one tutorials are offered where students have the opportunity to explore their research ideas and develop their research protocols.</p> <p>The programme actively encourages students to access additional relevant materials and discussion boards on selected module related themes, via the online learning research OASISplus.</p> <p><b>Assessment Method</b> Students' knowledge and understanding is assessed by undertaking a service development review, and a research proposal, which is conducted as part of their dissertation.</p>
<p><b>B. Cognitive (thinking) skills</b> On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Integration of theory and practice</li> <li>2. Advanced problem solving</li> </ol>	<p><b>Teaching/learning methods</b> Students learn cognitive skills through reflective practice and critical evaluation. A range of study skills workshops are offered and students are facilitated by the course tutors to debate and discuss during classroom sessions and via on line discussion boards using OASISplus.</p> <p><b>Assessment Method</b> Students' cognitive skills are assessed by Essays, service plans, research proposals/ Dissertation/project work are used to</p>

	<p>summatively assess cognitive skills.</p> <p>Seminar and case study presentations are used as a method of formative assessment</p>
<p><b>C. Practical skills</b></p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Analysis of own service in order to recommend service changes</li> <li>2. The development of enhanced practically based research skills.</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn practical skills through workshops, individual and group tutorials, student presentations and peer session leader feedback.</p> <p><b>Assessment Method</b></p> <p>Students' practical skills are assessed through service development plans that must be presented at an end of module conference and dissertation proposal and report.</p>
<p><b>D. Graduate Skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Communication within the inter-professional team</li> <li>2. Multidisciplinary team work</li> <li>3. Effective learning</li> <li>4. Information technology</li> <li>5. Numeracy</li> <li>6. Personal and Career Development</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students acquire graduate skills through workshops, seminars and individually negotiated learning opportunities.</p> <p>Given the extensive use of the on-line learning facility (i.e. OASISplus) students are given the opportunity of enhancing their computing and IT skills.</p> <p><b>Assessment method</b></p> <p>Students' graduate skills are self and peer</p>

assessed formatively within the modules  
and summatively assessed through critical  
reflection on practice.

## 12. Programme structure (levels, modules, credits and progression requirements)

### 12.1 Overall structure of the programme

Students commence their programme of study in September. The programme is composed of both core and optional modules. To receive an MSc Award students require a total of 180 credits of which 150 must be at level 4. Dual Diagnosis students will acquire this credit by carrying over 60 credits @ level 4 from the Post Graduate Certificate in Dual Diagnosis.

To complete the MSc students must successfully pass MHR4629 (compulsory), and either HSS4001 or WBS4825 in year 1. In year 2 students must successfully pass either IPH4095 or WBS4861. Should a student not wish to undertake the dissertation module, and provided the Programme leader has been notified in writing, of such a decision, a Postgraduate Diploma will be awarded subject to confirmation of successful completion of all compulsory and optional modules in year 1.

### 12.2 Levels and modules

Level 4

COMPULSORY

OPTIONAL

PROGRESSION  
REQUIREMENTS

<p>Students must take all of the following:</p> <p><b>MHR4629</b> Treatment systems and models of management in dual diagnosis (mental health &amp; substance misuse)</p>	<p>Students must choose</p> <p><b>Either</b>  <b>HSS4001</b> Social Research Methods  <b>OR</b>  <b>WBS4825</b> Work based studies research methods</p> <p><b>AND</b>  <b>IPH4095</b> Dissertation  <b>OR</b>  <b>WBS4825</b> Work Based Studies Project</p>	<p>Students must successfully complete HSS4001 or WBS4825 before they can progress onto IPH4095 or WBS4825</p>
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**13. A curriculum map relating learning outcomes to modules**

See Curriculum Map attached.

#### **14. Information about assessment regulations**

The University and School Assessment Policies apply to this programme. Programme specific requirements are:

- The pass mark for all modules is 16
- No condonement of a failed module is allowable

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

**Not applicable**

#### **16. Future careers (if applicable)**

**Not applicable**

#### **17. Particular support for learning (if applicable)**

**Not applicable**

**18. JACS code (or other relevant coding system)**

**19. Relevant QAA subject benchmark group(s)**

**20. Reference points**

- Mental health policy implementation guide: Dual diagnosis good practice guide (2002) Department of Health
- Closing the Gap. Dual Diagnosis Capability Framework 2007
- Advisory Council on the Misuse of Drugs
- Drugs Act 2005
- The National Service Framework for Mental Health - 5 Years On (2004)
- Mental Health Act - September 2004
- Alcohol Harm Reduction Strategy (2004)
- Models of Care Update (2006)
- The NHS Plan (DoH,2001)
- Drugs Strategy 2008-2018
- The National Service Framework for Mental Health (DoH,1998)
- Keys to engagement - Sainsbury Centre for Mental Health (1998)
- A First Class Service - Quality in the New NHS (DoH,1998)
- QAA Qualifications Framework
- School Teaching and Learning Policy (2008/09)
- School Assessment Policy and Procedures (2008/09)
- Middlesex University Academic Regulations (2008/09)
- Middlesex Learning Framework (2007)

**21. Other information**

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 student programme handbook and the University Regulations.

## Curriculum map for MSc Dual Diagnosis

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	The current health and social environment needed to develop a strategic overview for the management of dual diagnosis within the context of clinical practice.	C1	Analysis of own service in order to recommend service changes
A2	Developing a research or work based learning project	C2	The development of enhanced practically based research skills.
A3	How to implement a research or work based learning project	C3	
A4	How to make recommendations for future research or service development	C4	
Cognitive skills		Graduate Skills	
B1	Integration of theory and practice	D1	Communication within the inter-professional team
B2	Advanced problem solving	D2	Multidisciplinary team work
B3		D3	Effective learning
B4		D4	Information technology
B5		D5	Numeracy
B6		D6	Personal and Career Development

Module Title	Module Code by Level	Programme outcomes																										
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	
Treatment systems and models of management in dual diagnosis (mental health & substance misuse)	MHR4629	X							X	X					X						X	x	x	x		X		
Social Research Methods	HSS4001		X						X	X						X					X	x	x	x	x			
Dissertation	MHR4095			X	X				X	X						X					X	x	x	x	X			
Work based learning research methods	WBS4825				x				X	X						X					X	X	x	x	x			
Work Based Learning Project	WBS4861		X		X				X	X						X					x	x	x	x	X			

