

MSc Mental Health and Substance Use (Dual Diagnosis)

Programme Specification



1. Programme title	MSc Mental Health and Substance Use (Dual Diagnosis)
2. Awarding institution	Middlesex University
3. Teaching institution	
4. Details of accreditation by professional/statutory/regulatory body	
5. Final qualification	MSc Mental Health and Substance Use (Dual Diagnosis)
6. Year of validation Year of amendment	
7. Language of study	English
8. Mode of study	Part-time. Distance/blended learning

9. Criteria for admission to the programme

Students admitted to this programme must have:

- A good Honours degree (2:2 or above) in mental health/addictions or a related subject area and a minimum of 2 years experience in the mental health field or in the addiction /substance misuse field if holding a professional qualification in nursing, social work or an allied discipline.
- If a non-mental health professional, three years experience in the mental health or addiction/ substance uses field and a good honours degree.
- Exceptionally, students who do not have a degree but can provide evidence of their ability to study at Masters level as well as 3 years' experience of working in mental health or the addiction field (voluntary or paid) may be considered.
- All applicants have the option of going through the RPL process (recognition of Prior Learning) through Middlesex University, as part of the recruitment and selection process. Students who meet the RPL criteria can carry forward a maximum of 60 credits at level 7 into the MSc.
- All applicants need to be aware that some assignments require them to be either working or volunteering in an appropriate environment to be able to complete them. If you have any uncertainties, please discuss with the Programme Leader.

- All applicants whose first language is not English are expected to demonstrate their English Language capability at the level required for post-graduate study (IELTS 6.5 or equivalent).

10. Aims of the programme

The programme aims to

1. To enable students to develop and demonstrate Mental Health and Substance Use (Dual Diagnosis) related skills and knowledge in order to contribute to enhanced professional practice and service development in this field.
2. Stimulate and foster leadership skills in the area of mental health and substance use (Dual Diagnosis) service and practice development.
- 3.
4. Facilitate the acquisition, critical understanding and utilisation of research skills and knowledge in order to conduct Mental Health and Substance Use (Dual Diagnosis) research. Facilitate students own professional and career development in the mental health and substance use (Dual Diagnosis) service and practice development field.

11. Programme outcomes*

A. Knowledge and understanding

On completion of the MSc Mental Health and Substance Use (Dual Diagnosis) programme the successful student will have knowledge and understanding of :

1. Key themes and concepts relating to substance use and mental health (dual diagnosis).
2. Assessment and treatment in substance use and mental health (dual diagnosis).
3. The importance of a research evidence base for policy and practice.
4. Ethical underpinnings of research, policy and practice.
5. The advanced skills and knowledge needed to undertake a work based learning project related to Mental

Teaching/learning methods

This distance education programme will use a variety of teaching and learning methods, informed by the University Teaching and Learning Strategies which vary according to the type and focus of each module. The *Optional* skills based modules are delivered at the Hendon campus. The teaching and learning methods used may include use of video, podcasts and digital stories; guided reading and linked exercises; online workshops; online discussion boards; small group work; role play, case studies; problem based scenarios and practice based learning; tutorial feedback support via email, phone, Skype and peer support. Adobe Connect/Collaborate will be used to enable students to share materials, use online meeting rooms, participate in workshops and video conference.

Assessment methods

Students' knowledge and understanding is assessed by the use of a variety of methods, which are informed by the University and

<p>Health and Substance Use (Dual Diagnosis).</p> <ol style="list-style-type: none"> 6. How to make evidence based recommendations, in the context of the complex and multi faceted factors affecting Mental Health and Substance Use (Dual Diagnosis) research or service development. 7. To lead by influencing improvements in co-morbid Mental Health and Substance Use practice through projects or quality improvement initiatives in your practice area. 	<p>School policies, and which vary according to the type and focus of each module.</p> <p>Formative assessment may include: course work plan presentations, student and tutor led seminars, lead on a discussion thread for a group of students, on-line-quizzes, reflective discussions, to help prepare students for summative assessment.</p> <p>Summative assessment may include: exam, essays, on-line examinations, reports or critical reflection on practice. The MSc student carries out a work based project and communicates their findings in the form of a dissertation.</p>
<p>B. Skills On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Critically assess and apply theoretical perspectives to Mental Health and Substance Use (Dual Diagnosis) practice 2. Demonstrate advanced problem solving 3. Critically analyse evidence based Mental Health and Substance Use (Dual Diagnosis) practice 4. Develop own strategies to undertake a work based learning project related to Mental Health and Substance Use (Dual Diagnosis). 5. Reflect on and critically appraise personal, professional and service development needs. 	<p>Teaching/learning methods Students learn cognitive skills through</p> <p>The use of a variety of teaching and learning strategies, informed by the University and School Teaching and Learning Strategies and which vary according to the type and focus of each module but which may include: seminar preparation and presentation;</p> <ul style="list-style-type: none"> • use of web-based materials; • reflective practice and critical evaluation; • preparation for dissertation / project supervision; • production of the dissertation/ work based project; • range of study skills workshops offered by the course tutors to debate and discuss during • classroom sessions and via on line discussion boards in Unihub and via dissertation supervision sessions and group seminars/workshops. <p>Assessment methods Students' cognitive skills are assessed by</p> <ul style="list-style-type: none"> • The use of a variety of methods, which are informed by the University and School policies, and which vary according to the type and focus of each module; • formative assessment may include: summative course work plan, presentations, student and tutor led seminars, on-line quizzes, reflective

	<p>discussions, to help prep are students for summative assessment;</p> <ul style="list-style-type: none">• summative assessment may include: exam, essays, on-line examinations, reports or critical reflection on practice. The MSc student carries out a work based project and communicates their findings in a dissertation.
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12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

The programme will be delivered by distance education.
There are *optional* skills based modules delivered at the Hendon campus.

Year 1 MSc

CORE MODULES

MHR4500 Critical approaches to dual diagnosis 15 credits Level 7; Distance Learning	MHR4622 Assessment and treatment in dual diagnosis 30 credits Level 7; Distance Learning
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OPTIONAL MODULES Students choose ONE option

MHR4707: Physical assessment skills for mental health professionals 15 credits Level 7; Hendon campus	
MHR4502: Motivational interviewing: Strategies for lifestyle and behavioural changes 15 credits Level 7; Hendon campus	
MHR4604: Cognitive Behavioural Therapy 15 credits Level 7; Hendon campus	
CRM4501: Substance use and addiction theories 15 credits Level 7; Distance Learning	
NSA4100: Leadership for public and community services 15 credits Level 7; Distance learning	
NSA4200: Service delivery and quality improvement 15 credits Level 7; Distance learning	
MHR4501: Older people and problematic drug use 15 credits Level 7; Distance Learning	
CRM4500: Drugs and crime 15 credits Level 7; Distance Learning/blended learning (taught in January-April)	

Can either be all Distance Learning or blended depending on option chosen

END OF Year 1: OPTIONS

EXIT NAMED AWARD PG Certificate Mental Health & Substance Use (Dual Diagnosis) (60 Credits Level 7)

OR





PROGRESS to Year 2 MSc with 60 credits Level 7



Year 2 MSc

OPTIONAL MODULES Students choose TWO options (15 credit Level 7)

MHR4707: Physical assessment skills for mental health professionals 15 credits Level 7; Hendon campus	
MHR4502 : Motivational interviewing: Strategies for lifestyle and behavioural changes 15 credits Level 7; Hendon campus	

MHR4604: Cognitive Behavioural Therapy (CBT) 15 credits Level 7; Hendon campus	
CRM4500 : Substance use and addiction theories 15 credits Level 7; Distance Learning	
NSA4100: Leadership for public and community services 15 credits Level 7; Distance learning	
NSA4200: Service delivery and quality improvement 15 credits Level 7; Distance learning	
MHR4501: Older people and problematic drug use 15 credits Level 7; Distance Learning	
CRM4500: Drugs and crime 15 credits Level 7; Distance Learning/blended learning (taught in January-April)	
RESEARCH BASED MODULES	
WBH4630: Advanced Practitioner Inquiry 30 credits Level 7; Distance learning/blended learning Core for PG Diploma and MSc	
EXIT NAMED AWARD PG Diploma Mental Health & Substance Use (Dual Diagnosis) (120 Credits Level 7) 	
OR 	
WBH4760 Advanced Work based project 60 credits Level 7; Distance learning/blended learning Core for MSc	
FINAL AWARD MSc (180 Credits Level 7)	

12.2 Levels and modules

Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.

Level 7

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>MHR 4500: Critical Approaches to Dual Diagnosis (15c L7)</p> <p>MHR 4622: Assessment and Treatment in Dual Diagnosis (30c L7)</p> <p>WBH 4630: Advanced Practitioner Inquiry (30c L7)</p> <p>WBH 4760: Advanced Work based project (60c L7)</p>	<p>Students must also choose 3 from the following:</p> <p>MHR 4707: Physical assessment skills for mental health professionals (15c L7)</p> <p>MHR 4604: Cognitive Behavioural Treatment (15c L7)</p> <p>MHR 4502: Motivational Interviewing: Strategies for lifestyle and behavioural changes (15c L7)</p> <p>CRM 4501: Substance use and addiction theories (15c L7)</p> <p>CRM 4500: Drugs and Crime (15c L7)</p> <p>MHR 4501 Older people and problematic drug use (15c L7)</p> <p>NSA 4100: Leadership for Public and Community Services (15c L7)</p> <p>NSA 4200: Service development and quality improvement (15c L7)</p>	<p>To exit with PG Certificate Mental Health & Substance Use (Dual Diagnosis) or proceed to the MSc Diploma Mental Health & Substance Use (Dual Diagnosis students must pass MHR XXXX, MHR 4622 and one 15 credit module. All modules are offered in Year 1 & 2.</p> <p>To exit with the PG Diploma Mental Health & Substance Use (Dual Diagnosis), students must pass two 15 credit optional modules and WBH 4630 plus 60 credits from the PGCert Mental Health & Substance Use (Dual Diagnosis). RPL and credit transfer may be possible – at least one third of the programme must be completed under Middlesex University control.</p> <p>To progress to the MSc Mental Health & Substance Use (Dual Diagnosis), students must successfully complete WBH 4760.</p>

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	Module code
7	MHR 4500 Critical approaches to dual diagnosis
7	MHR 4622 Assessment and Treatment in Dual Diagnosis
7	WBH 4630 Advanced Practitioner Inquiry
7	WBH 4760 Advanced Work Based Project
7	MHR 4707 Physical assessment skills for mental health professionals
7	MHR 4604 Cognitive behavioural Therapy
7	MHR 4502 Motivational interviewing: Strategies for lifestyle and behavioural changes
7	CRM 4501 Substance use & addiction theories
7	CRM 4500 Drugs & crime
7	MHR 4501 Older people & problematic drug use
7	NSA 4100 Leadership for Public & Community Services
7	NSA 4200 Service Development and Quality Improvement

13. Curriculum map

See attached.

14. Information about assessment regulations

- The programme will adhere to Middlesex University assessment regulations.
- The pass mark for all modules is 16. Where a summative assignment does not achieve a pass mark on first submission, there will be one resubmission opportunity. No compensation of a failed module is allowed.
- Extenuating Circumstances (EC) are personal circumstances which have affected performance in assessment and are brought to the attention of the Assessment Board when considering academic performance. Students can apply for EC for summative assessments: request a short extension, without penalty, of up to 15 days for coursework deadlines, deferral of the assessment, without penalty, to the next available opportunity or if the assessment has been completed, the EC to be noted. Students must submit a completed EC form and provide appropriate evidence to support their claim.

15. Placement opportunities, requirements and support

Not applicable

16. Future careers (if applicable)

Students, who successfully complete the MSc Diploma Mental Health & Substance Use (Dual Diagnosis) programme, will be able to demonstrate commitment to CPD, lifelong learning and widen the scope of their leadership and research skills, and be better equipped to meet the challenges of more senior roles within public and community service employment.

Students may choose to undertake doctoral level study which will underpin advanced level practice.

17. Particular support for learning (if applicable)

- Teaching input from experienced academic staff and service users/patients. Service user input is currently only for campus based modules.
- Programme planning support
- Academic support from the Learning Development Unit available at the campuses.
- Study skills workshops
- University Dyslexia Support
- University Disability Support
- University English Language and Learning Support
- Psychological support and counselling support
- Unihub and IT skills (Web based learning)
- Learning development profiles
- Learning Resources workshops
- Learning Research skills workshops
- Each student will have a designated supervisor for the work based project module
- Programme review meetings

18. JACS code (or other relevant coding system)

B700 (Nursing)

B760 (Mental Health Nursing)

19. Relevant QAA subject benchmark group(s)

The Subject Benchmark Statements for Healthcare Professions are currently being updated and we are awaiting new benchmarks.

20. Reference points

Middlesex University Assessment Regulations 2018/19

Middlesex University Learning & Quality Enhancement Handbook 2018/19 with particular reference to Guidance 3xxi: 'Guidance for the design of Distance Education'

QAA (2014) The Framework for Higher Education Qualifications of UK Degree Awarding Bodies <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

McGill, L., Beetham, H and Gray, T. (2016) "What makes a successful online learner? Findings of the Digital Student Online learners' expectations and experiences of the digital environment. Bristol: Jisc
http://repository.jisc.ac.uk/6505/1/JR0079_ONLINE_STUDY_FINDINGS_REPORT_A_UG2016_WEB_ACCESSIBLE_v3.pdf

National Improvement and Leadership Board (2016) Developing People -Improving Care A national framework for action on improvement and leadership development in NHS funded services: https://improvement.nhs.uk/documents/542/Developing_People-Improving_Care-010216.pdf

National Skills for Academy (2014) The Leadership Qualities Framework for adult social care. <https://www.skillsforcare.org.uk/Documents/Leadership-and-management/Leadership-Qualities-Framework/Leadership-Qualities-Framework.pdf>

Health Education England (HEE) (2017) *Multi-professional framework for advanced clinical practice in England*. Available at: <https://www.hee.nhs.uk/sites/default/files/documents/Multi-professional%20framework%20for%20advanced%20clinical%20practice%20in%20England.pdf>

The Mental Health Taskforce (2016) *Mental Health Five Year Forward View*. A report from the independent Mental Health Taskforce to the NHS in England. Available at: <https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf>

NICE (2016) Coexisting severe mental illness and substance misuse: community health and social care services. NICE Guideline 58.
<https://www.nice.org.uk/guidance/ng58>

All Party Parliamentary Group for Complex Needs :People Powered Recovery- call for action 2018

https://www.turningpoint.co.uk/cache_6cd1/content/people_powered_recovery_-_complex_needs_and_social_action_-_jan_18-5090910000020613.pdf

From Values to Action: The Chief Nursing Officer's Review of Mental Health Nursing (DH 2006)

Modernising Nursing Careers (DH 2006)

Knowledge and Skills Framework (DH 2004)

Health Education England (HEE) (2017) Stepping forward to 2020/21: The mental health workforce plan for England

Mental Health National Service Framework and the NHS Plan: Workforce Planning, Education and Training: Final Report (WAT 2001)

Department Of Health (2011) No Health without Mental Health: A Cross-Government

Mental Health Outcomes Strategy for People of All Ages. <http://www.dh.gov.uk/en/Healthcare/Mentalhealth/MentalHealthStrategy>

NICE (2011) Psychosis with coexisting substance misuse: assessment and management in adults and young people National Clinical Guideline Number 120.

The Ten Essential Shared Capabilities (NIME/Sainsbury Centre for Mental Health, 2004)

Health Advisory Service-Standards for MH Services (2001)

Dual Diagnosis Good Practice Guide (2002)

'Mind the Gaps'; Meeting the needs of people with Co-occurring substance misuse and mental health Problems (in Scotland) (2003)

Dual Diagnosis in MH Inpatient & Day Hospital Settings (2006)

Closing the Gap; Dual Diagnosis Capability Framework (2006)

Developing a Capable Dual Diagnosis Strategy; a good practice guide (2009)

Dual Diagnosis Themed Review Report (2007)

Dual Diagnosis Good Practice Handbook (2007)

A Service Framework to Meet the Needs of People with a Co-occurring Substance Misuse and Mental Health Problem (in Wales)(2015)

Developing Capable Practitioners – CSIP (2008)

A Guide on the Management of Dual Diagnosis for Prisons (2009)

21. Other information

Good internet access is required to be a distance learning student.

Curriculum Map

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	
A1	Key themes and concepts relating to substance use and mental health (dual diagnosis).
A2	Assessment and treatment in substance use and mental health (dual diagnosis).
A3	The importance of a research evidence base for policy and practice.
A4	Ethical underpinnings of research, policy and practice.
A5	The advanced skills and knowledge needed to undertake large scale Mental Health and Substance Use (Dual Diagnosis) research and work based learning project
A6	How to make evidence based recommendations, in the context of the complex and multi-faceted factors affecting Mental Health and Substance Use (Dual Diagnosis) service development.
A7	To lead by influencing improvement in co-morbid Mental Health and Substance Use practice through projects or quality improvement initiatives locally, nationally and/or internationally and produce a report as part of a work-based learning project
Skills	
B1	Critically assess and apply theoretical perspectives to Mental Health and Substance Use (Dual Diagnosis) practice.
B2	Demonstrate advanced problem solving
B3	Critically analyse evidence based Mental Health and Substance Use (Dual Diagnosis) practice
B4	Develop own strategies to undertake a work based learning project related to Mental Health and Substance Use (Dual Diagnosis) .
B5	Reflect on and critically appraise personal, professional and service development needs

Programme outcomes											
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5
Highest level achieved by all graduates											
7	7	7	7	7	7	7	7	7	7	7	7

Module Title	Module Code by Level	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5
		Critical Approaches to Dual Diagnosis	MHR XXXX	X							X		X
Assessment and Treatment in Dual Diagnosis	MHR 4622	X	X						X	X	X		
Physical Health and Wellbeing	MHR 4607		X							X			
Cognitive Behaviour Therapy	MHR 4604		X							X			
Motivational Interviewing	MHR XXXX		X							X			
Substance use and addiction theories	CRM XXXX	X		X					X				
Leadership for Public and Community Services	NSA 4100			X						X			X
Service development and quality improvement	NSA 4200			X						X			X
Older people and problematic substance use	MHR XXXX	X	X								X		X
Drugs and crime	CRM XXXX	X							X				
Advanced Practitioner Enquiry	WBH 4630			X	X	X	X	X				X	X
Advanced Negotiated Work based project	WBH 4760			X	X	X	X	X				X	X