

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Dual Diagnosis: Substance Misuse and Mental Health				
Module Code	UZZRQ8-20-3	Level	3	Version	1.1
Owning Faculty	Health & Applied Sciences	Field	Mental Health and Learning Disability		
Department	Nursing and Midwifery				
Contributes towards	BSc(Hons) Professional Development BSc (Hons) Specialist Practice BSc (Hons) Professional Studies MSc Advanced Practice MSc Specialist Practice MSc Professional Development				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Project
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	UZZRSM-20-M Dual Diagnosis: Substance Misuse and Mental Health		Module Entry requirements	Any practitioner who works with people who have a dual diagnosis of substance misuse and mental health needs	
Valid From	September 2015		Valid to	September 2021	

CAP Approval Date	2 June 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Define the term dual diagnosis (Component A) • Demonstrate an understanding of national policies, frameworks, guidance and evidence based practice for practitioners working with dual diagnosis(Component A) • Discuss the inter-relationship between mental health and substance misuse(Component A) • Critically analyse the integrated treatment model and its application to practice. (Component A) • Demonstrate an understanding of working with those who have a dual

	diagnosis, their families and carers. This may include recovery capital, challenging stigma, legal and ethical aspects of care and partnership working. (Component A)
Syllabus Outline	<p>This module has an emphasis on the integration of substance misuse interventions into co-existing mental health care delivery. It does cover common co-existing conditions, but does not cover standalone mental health diagnosis and interventions.</p> <p>The aim of the module is to improve your knowledge and confidence to deliver improved holistic client centred integrated care.</p> <p>The module includes a two day clinical placement of your choice, which you will need to organise, which will support your own identified learning needs.</p> <p>The syllabus will cover the following:</p> <ul style="list-style-type: none"> • Outline alcohol and drug prevalence in the UK, reasons for use, the progression of dependency, and the desired and undesired effects of alcohol and drugs. • Define dual diagnosis, the relationship between mental health and substance use. • Examine common co-existing mental health and substance misuse presentations, which include cannabis and psychosis, alcohol and mood , stimulant and novel psychoactive substances (Legal Highs) • Assessment, screening tools and brief interventions • An integrated approach covering medical, social, psychosocial and psychotherapeutic aspects of care. Frameworks will include the Cognitive-Behavioural Integrated Treatment Approach (C-BIT) from the UK and the New Hampshire Model of Integrated Care from the US. • An evidence informed approach, framed by a stage-wise model. This will include engagement strategies, building motivation for change, active treatment and relapse prevention. Harm reduction/minimisation as a risk management strategy; therapeutic risk taking. • Pharmacological interventions. • National guidance, such as NICE guidelines and national policies. • Collaborative working with users and carers/significant others. • Explore the integration of recovery capital and peer working into mental health services • Legal and ethical aspects of care delivery, supervision, outcome measurements and service innovation. • Assessment, screening tools, risk management. engagement, and specific interventions based on a stage-wise approach and their application to your clinical work
Contact Hours	A total of 48 hours in the form of seminars, lectures and online activities which will enhance classroom learning
Teaching and Learning Methods	<p>The following approaches will be used</p> <ul style="list-style-type: none"> • Practice experience • Clinical skills • Workshops • Lectures and Seminars • Enquiry based learning • Case based learning

Reading Strategy	<p>Core readings</p> <p>It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings</p> <p>Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>Access and skills</p> <p>The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>
Indicative Reading List	<p>KEY TEXT: Graham H, Copello A, Birchwood M. (2004) <i>Cognitive-Behavioural Integrated Treatment (C-BIT) A Treatment manual for substance misuse in people with severe mental health problems</i>. Chichester, Wiley.</p> <p>Baker A. and Vellerman R. (2007) <i>A Clinical handbook of Co-existing Mental Health and drugs and Alcohol Problems</i>. East Sussex, Routledge Press</p> <p>Drugscope (2015) <i>Mental Health and Substance Misuse</i>. London.</p> <p>DrugScope and UK Drug Policy Commission (2011) <i>Dual diagnosis: a challenge for the reformed NHS and for Public Health England: A discussion paper</i>. Centre for Mental Health available online at http://www.drugscope.org.uk/Resources/Drugscope/Documents/PDF/Policy/DSDualDiagnosisDiscussionPaper.pdf</p> <p>Mueser K., Noordsey D., Drake R. & Fox L. (2003) <i>Integrated Treatment for Dual Disorders: A Guide to Effective Practice</i>, New York: The Guilford Press</p> <p>NICE (2011) <i>Psychosis with coexisting substance misuse: Assessment and management in adults and young people</i>. NICE clinical guideline 120. London: NICE</p> <p>Phillips, P., McKeown, O. and Sandford, T. (2010) <i>Dual Diagnosis. Practice in Context</i>. Chichester, Wiley-Blackwell</p> <p>Rassool H. (2006) <i>Dual Diagnosis Nursing</i>. Oxford, Blackwell publishing/Addiction Press, e book</p> <p>Rollnick, S., Miller, W. and Butler, C. (2008) <i>Motivational Interviewing in Healthcare. Helping Patients Change Behaviour</i>. New York, Guilford Press</p>

Part 3: Assessment

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Assessment Strategy	<p>The summative assessment is a 3000 word written assignment. It is a reflective piece which will, be based on a clinical case(s) who present with a dual diagnosis. Incorporated in this will be a critical evaluation of the key theoretical components and its application to your clinical case.</p> <p>It should have recommendations for future individual or service development.</p> <p>National and international policies and guidelines, partnership working, evidence based outcomes, the challenge of stigma, and ethical issues should be considered and discussed.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	100	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 3000 word case study	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 3000 word case study.	100%
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	