



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Dual Diagnosis: Substance Misuse and Mental Health				
Module Code	UZZRSM-20-M	Level	M	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	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	Level 3 UZZRQ8-20-3		Module Entry requirements	Any practitioner who works with people who have a dual diagnosis of mental health and substance use needs	
Valid From	September 2015		Valid to		

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"> Interrogate the policy context and imperatives underpinning the notion of Dual Diagnosis, from a national and international perspective(Component A and B) Critically evaluate the interrelationship between mental disorders and substance misuse. (Component A and B) Critically evaluate evidence underpinning care provision for people with both mental disorders and substance use. (Component A and B) Critically evaluate the utilisation of assessment and risk management tools and evidence based interventions in planning effective care for people with both mental disorders and substance use. (Component A and B) Critically review the skills required to work with this client group in developing high quality care. (Component B)

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.
Contact Hours	A total of 48 hours in the form of seminars, lectures and online activities
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</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>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings</p> <p>Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for</p>

	<p>themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills</p> <p>The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. 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>EY 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	
Assessment Strategy	<p>The summative assessment is a 15 minute presentation and 5 minutes of questions based on a case study, maximising the application of evidence based interventions covered in this module.</p> <p>You will discuss and critically evaluate key theoretical components and its application to your clinical case. The presentation should robustly critique the evidence frameworks presented and demonstrate thoughtful application and</p>

	<p>adaptation to their case study.</p> <p>Plus a 1000 word supporting paper complimenting the presentation incorporating national and international evidence informed interventions, policies and guidelines should be integrated and critically appraised.</p> <p>This supporting paper will reflect on your innovation in practice and personal development.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 15 minute presentation	50%	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
1.1000 word supporting paper	50%	
2.(etc)		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 15 minute presentation	50%	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
1. 1000 word supporting paper	50%	
2.(etc)		
<p>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.</p>		