



2020/21

Master of Arts in Addiction Studies

Level 9, 90 ECTS

Programme Handbook

Foreword

Welcome to DBS where we will help you realise your ambition. We have an international reputation for delivering a high-quality student experience and our intention is to do everything we can do to support you during your time with us.

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. Our campus is in Dublin's city centre and comprises four buildings where nationalities from over 95 countries participate in a bustling and thriving student life.

We offer programmes across a range of disciplines from business to data science, cybersecurity to artificial intelligence, marketing to psychology, accounting and finance through law, film and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and continuing to deliver an out-standing student experience.

This year coming contains many significant challenges for higher education providers due to the COVID-19 pandemic. At DBS we will meet this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your learning will be on campus and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.

The information contained in this handbook is crucial to your learning. It provides important information on your programme, your assessments and the key individuals you will meet. For these reasons we want you to constantly read and refer to this handbook and use it as a key information source during your time with us.

We are dedicated to ensuring that you have a rewarding and fulfilling experience while studying at DBS and intend that, through your programme of study, you begin to realise your ambitions and your career goals.

Good luck on your journey!

Kerry

Dr Kerry McCall Magan

Head of Academic Programmes

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Section 1 Programme Information

Welcome Message from Course Director

Hello and a very warm welcome to Dublin Business School. My name is Dr Rosie Reid, and I am the Course Director for your Addiction Studies programme.

You have made the right choice on deciding to study at Dublin Business School. We are Ireland's largest independent third-level institution, offering a range of undergraduate, postgraduate, and professional programmes in Business, Arts and Law. Your choice to study Addiction Studies will enhance your personal, academic, and professional development.

DBS has built on a reputation of "Excellence through Learning" and we pride ourselves on our ability to design and deliver programmes which are academically rigorous and innovative whilst ensuring they meet the demands of an ever-changing interdisciplinary field of research and practice and professional standards and requirements. All faculty members are experienced tutors who are specialists in their chosen field. As well as being highly qualified academically they are also actively engaged in research and practice, bringing a wealth of experience to the classroom that feeds directly into your learning experience.

I look after the undergraduate programmes which include the BA (Hons) in Psychology and the postgraduate programmes including the MSc in Applied Psychology. I work closely with your Programme Coordinator Laura Mulqueen and your lecturers. Some examples of areas that I can assist with include:

- Academic planning and choices
- Navigating Moodle
- Assignments and Examinations

Your student portal is a one stop shop for accessing your email, timetables and more. I would like to note the DBS email assigned to you. It is important that you correspond with DBS staff using this email only. We will send a number of important communications to this email during your studies. This information and more, is available in your Student Handbook, which can be accessed via students.dbs.ie/academic-operations

It is appreciated that new students each have particular needs. This handbook is designed to provide you with much of the information you will require in the first few weeks of your programme of study. It will aid your study immensely if you familiarise yourself with the contents of this handbook and keep it somewhere safe. It is to be used in conjunction with the Module and Assessment Guides that you will also receive via Moodle. We hope you enjoy your time with us here in DBS and look forward to helping you during your learning journey. I am here to help you with the academic side of your programme from now until you graduate, and beyond.

Please do not hesitate to contact me on rosie.reid@dbs.ie if you have any questions.
Best wishes to you all for a great year!

Rosie

Dr Rosie Reid
Acting Course Director for Human & Social Sciences

1.1 Programme Administration

If you have any questions or concerns about any aspect of your course, or a problem relating to any aspect of your time here at DBS you should contact your Course Director or Programme Coordinator. If they cannot tackle the question or problem themselves, they can help you identify the person who can and they will refer you on to them. Below is short description of the people you will meet on your programme:

- **Course Director**
The Course Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.
- **Subject Leader**
The SL is responsible for co-ordination of the organisation and delivery of the programme, and for the management and support of learners on the programme. The SL has an important role in mentoring learners and providing them with guidance and support on both academic and non-academic matters related to learner life. The core purpose of the subject leader role is to provide professional leadership and management for an allocated subject area in order to facilitate teaching and learning and to secure effective use of resources.
- **Programme Coordinators**
Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.
- **Module Leader**
The Module Leader is the Lecturer responsible for the module. Their primary function is to lecture and assess learners on subjects or modules according to the programme document. Their duties and responsibilities relate to teaching, assessment and completion of the module. Module leaders work hard to ensure a high-quality teaching and learning experience for all students.

1.2 Main Points of Contact for the programme

	Name	E-mail
Programme Coordinator	Laura Mulqueen	laura.mulqueen@dbs.ie

Course Director	Rosie Reid	rosie.reid@dbs.ie
Subject Leader	Siobain O'Donnell	siobain.odonnell@dbs.ie

1.3 Programme Team

Your lecturer will outline their appointment hours to you on their Moodle page. You can send an email to them by using the following format: firstname.familyname@dbs.ie

The list below is an indicative list and it's subject to change

Module Title	Module Leader
Dialogical Meanings in Addiction: Theory, Practice and Policy	Andrew Honeyman
A Psychoanalytic Perspective on Addiction	Stephen McCoy Miriam Kavanagh
Research Methods and Analysis	Dr Garry Prentice Dr Siobáin O'Donnell
Addiction Psychopharmacology	Dr Mary Peyton
Cultural Issues in the Study of Addiction	Dr Angelo Bottone
Women and Addiction	Dr Siobáin O'Donnell
Integrative Tutorial	Dr Siobáin O'Donnell Dr Garry Prentice
Supervised Clinical Visits	Dr Siobáin O'Donnell
Research Project	Dr Garry Prentice

There are also other valuable points of contact and support in DBS such as [Student Services](#), the Student Engagement and Success Unit, [Student Welfare and Support](#), [IT Helpdesk](#) and the award winning [DBS Library](#). Your DBS Handbook and the [DBS website](#) will contain more information on these and other great DBS services and supports.

This year coming contains many significant challenges for higher education providers due to the COVID pandemic. At DBS we will meet this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your learning will be on campus and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.

Section 2 Programme Details

2.1 Aims of the Programme

The Master of Arts in Addiction Studies programme has three broad strands comprising of a firm foundation in core addiction issues, development and application of research methodology skills to addiction investigation, and clinical visits to help learners gain a practical experience of the nature of the problems posed by addiction. These three broad strands inform the programme aims listed below.

The general programme aims are:

1. To provide learners with a comprehensive theoretical examination of addiction from multiple perspectives.
2. To develop in learners a critical awareness of the different orientations and aspects of the treatment of addictions.
3. To facilitate accurately informed learners to constructively engage in debates relevant to the understanding of addiction issues in society.
4. To equip learners with practical research methodology skills so that they may pursue individual intellectual and research interests within a specific research framework.
5. To furnish learners with the knowledge, skills and competencies required to progress within specialist areas in the addiction field.

2.2 Programme Learning Outcomes

On successful completion of the programme graduates will be able to:

PLO1	Demonstrate critical understanding of the psychoanalytic, pharmacological, social and cultural theories of addiction and its wider context.
PLO2	Critically compare and contrast historic and contemporary medical, social and psychological perspectives on addiction.
PLO3	Identify and critique the issues of professionalism, regulation, policy and on-going professional development, which are relevant to the field at present.
PLO4	Conduct research in the area of addiction through application of appropriate qualitative and/ or quantitative methodological and analytic techniques.
PLO5	Fill gaps in knowledge, understanding and practice of addiction-related issues in order to continue personal and professional development.
PLO6	Critically evaluate the skill set involved in addiction service, and research and demonstrate the skills involved.
PLO7	Display a critical awareness of the principles and practice of social policy as it relates to addiction and related service.

2.3 Programme Structure

Fulltime Semester ONE					
Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
				11-12 pm Academic Support	
		1-3 pm A Psychoanalytic Perspective on Addiction	12-2 pm Addiction Psychopharmacology		
		3-5 pm Cultural Issues in the Study of Addiction	2-4 pm Dialogical Meanings in Addiction: Theory, Practice and Policy	3-5 Research Methods and Analysis	
Fulltime Year 1 Semester TWO					
Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
				11-12 pm Academic Support	
		1-3 pm A Psychoanalytic Perspective on Addiction		1-3 Integrative Tutorial	
		4-6 Women and Addiction	2-4 pm Dialogical Meanings in Addiction: Theory, Practice and Policy	3-5 Research Methods and Analysis	

For part-time learners, their semester timetables follow the same structure.

Part-time Year 1 attends

all modules on Tuesday and Wednesday afternoons along with the full-time cohort.

Part-time Year 2

attends all modules on Thursday afternoons along with the full-time cohort.

For both cohorts

Supervised Clinical Visits are arranged outside of class times in Semester 2 and 3. Part-time learners can choose to complete their Supervised Clinical Visits in their first year or second year or straddle the visits over the two years. The Research Project module is not a taught module. Learners arrange to meet their supervisors at mutually convenient times.

Your goal is to achieve 90 credits and to achieve the best award classification possible.

Stage/Level	Module Code	Module Title	Credits	% Award Weighting
Award Stage Level 9 (QQI)	A9AS101	Dialogical Meanings in Addiction: Theory, Practice and Policy	10	
	A9AS102	A Psychoanalytic Perspective on Addiction	10	
	A9AS103	Research Methods and Analysis	10	
	A9AS104	Addiction Psychopharmacology	5	
	A9AS105	Cultural Issues in the Study of Addiction	5	
	A9AS106	Women and Addiction	5	
	A9AS107	Integrative Tutorial	5	
	A9AS108	Supervised Clinical Visits	10	
	A9AS109	Research Project	30	
OVERALL TOTAL CREDITS			90	100%

2.4 Teaching and Learning Strategy for a multi-modal environment

The teaching and learning (T&L) strategy refers to the teaching modes, approaches and activities that the lecturer will use to help you work toward achieving the learning outcomes for the module.

Examples of T&L modes include:

Mode	Description
In-class	Where the lecturer and all the students are in the class
Live Online	Where the lecturer and all of the students are online at the same time
Hybrid	Where some of the students are online and some are in the class and the lecturer is either in-class or online
Pre-Recorded	Where the lecturer pre-records a session
On Demand	Where the lecturer has prepared teaching content or activities and made it available to you online for you to engage with at your own convenience

Examples of T&L approaches include:

Approach	Description
Lecture	Where the lecturer presents or talks about concepts, ideas, topics or theories
Tutorial	Where the lecturer and students engage in a discussion

Workshop	Where the lecturer and students engage in activities either collectively or in groups
Lab Demonstrations	Where the lecturer or students demonstrate processes usually on a computer

Examples of T&L Activities include

Activity	Description
Case Study	Students review real-world examples of what they are learning about
Guest Speaker	A practitioner talks about real-world examples of what students are learning about
Group work	Students are divided into groups to work on a particular activity
Peer Review	Students review and comment on other students' work
Peer discussion	Students engage in a discussion about a topic which the lecturer observes and can contribute to
Quizzes	Students work through a series of short questions
Practical Exercises	Students carry out an individual task during the class
Peer Presentations	Students present either individually or as a group to their fellow students
Controlled Debate	Students are divided into groups and argue the merits of a specific stance on a topic usually determined by the lecturer
Reading	Students engage in a reading activity and either write or report back on what they have read
Watching Videos	Students analyse videos and have peer discussions on what they have seen
Peer Pairing	Students are split into pairs. Individually they carry out a task and then swap their work for the other student to review.
Role Play	Students act out a scenario from the real world for the whole group

Typically, a timetabled class will take place in one mode or another, for example through online, in-class, recorded or hybrid mode. Although the on-demand mode can be used on its own or with any of the other modes.

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture or a tutorial or a workshop or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into a workshop and then finishing with a tutorial approach.

Lecturers can also draw on any of the activities above, and others not mentioned above, during a class whether it is online, hybrid or in-class. However, some activities and approaches are better suited to some modes.

You will find the specific details of which mode applies to which module in your online timetable as well as in your Module and Assessment Guides.

Should you have any queries, please do not hesitate to contact your Programme Coordinator or Module Leader.

Section 3 Assessment

3.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module. Learning outcomes are statements that specify what you will know or be able to do as a result of a learning activity. Assessment types will include practical, continual assessment, reports, group activities and exams.

It is important that you familiarise yourself with the format and number of assessments, assessment weighting, and due dates. These are published in the Module Guide which is available on [Moodle](#). An Assessment Brief is also published for each individual piece of continuous assessment. This will give details on the format, weighting and due date, as well as set out what task you are required to complete in the assignment. It also gives the marking scheme for each assignment, and you should use this to guide your completion of the assignment.

All assessments are marked and graded by your lecturer and are reviewed by an internal moderator and an external examiner. This is to ensure fairness, consistency of marking and the correct standard across all assessment. Results are always provisional until they are approved by the External Examiner and are processed through the programme Exam Board. The purpose of an Exam Board is to formally ratify results and determine award classification (for more information please refer to the [Quality Assurance Handbook](#)).

The assessment schedule is below and Moodle syncs with the Student Dashboard to provide a calendar of deadlines. The schedule lists the due dates for all your assessments due over the academic year. The schedule ensures that the workload is balanced across the academic year. Any extension requests need to be considered in light of this schedule, as changes might risk clashing deadlines, so it is very important to be aware of the potential impact of changes to assessment dates. The exam timetable is published on the [exam page](#) in the DBS current student area and is usually available about four weeks in advance of the exam period.

Your goal is to achieve the highest mark possible in your assessment. In order to do this, it is expected that learners:

- Complete ALL assessment components.
- Submit all assessment on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this can be found [here](#).
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.
- Always complete the required number of questions in an exam.

- Practice writing out answers for end -of term exams by doing [previous papers](#), in particular hand writing answers to ensure that your writing is legible.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the [Learner Supports Services](#) well in advance of any assessment or exam dates.

3.2 Assessment Schedule

Module Code	Module Title	Semester/Linear	Lecturer	Assessment	Submission date
A9AS101	Dialogical Meanings in Addiction: Theory, Practice and Policy	Linear	Andrew	Written assignment 30%, Case study 30%, Terminal examination 40%	Week 13 Week 20 April/May 2021
A9AS102	A Psychoanalytic Perspective on Addiction	Linear	Stephen/ Miriam	Written assignment 50% Written assignment 50%	Week 14 Week 22
A9AS103	Research Methods and Analysis	Linear	Garry/ Siobáin	Presentation debate 10%, Research proposal 20% Research plan 40%, Weekly exercises 30%	Week 7 Week 10 Week 24 TBC in class
A9AS104	Addiction Psychopharmacology	Sem 1	Mary	Psychopharmacological profile 50%, In-class test 50%	Week 8 Week 12
A9AS105	Cultural Issues in the Study of Addiction	Sem 1	Angelo	Written assignment 50%, Terminal examination 50%	Week 9 Jan 2020
A9AS106	Women and Addiction	Sem 2	Siobáin	Written assignment 50%, Personal reflective journal 50%	Week 19 Week 23
A9AS107	Integrative Tutorial	Sem 2	Garry Siobáin	Individual literature review presentations 50% Methodology presentation 50%	Weekly as per schedule
A9AS108	Supervised Clinical Visits	Linear (2&3)	Siobáin	Attendance 40%, Personal reflective journal 30%, Group presentation 30%	June 2020 July 2020
A9AS109	Research Project		Garry	Poster and Written thesis 100%	July 2020

3.3 Reassessment

Reassessment must assess the same learning outcomes as the prescribed assessment, and therefore all reassessments will conform in structure and subject matter to the original assessment, with the scope of group assessments being reduced as appropriate for individual assessment.

3.4 General Submission Requirements

1. All relevant provisions of the Assessment Regulations ([QAH Part B Section 5](#)) must be complied with, in addition to the requirements set out in the Assessment Brief:
 - Students are required to refer to the assessment regulations in their [Student Handbooks](#) and in [Part B Section 5 of the Quality Assurance Handbook](#).
2. Assignments should be submitted through the appropriate link on the module Moodle page (unless explicitly excepted by the lecturer). Assignments not submitted through Moodle may not be graded.
3. Online assignments must be submitted **no later than the stated deadline**:
 - Late submissions (up to 14 days) will receive the Late Submission penalty (see [QAH Section B Part 5.4](#));
 - After 14 days, late submissions will be awarded **0%**.
4. Extensions to assignment submission deadlines will be not be granted, other than in exceptional circumstances:
 - To apply for an extension please go to <https://students.dbs.ie/registrar-office/dbs-faq> and download the *Assignment Extension Request Form*, to complete and return, with supporting documentation, to your Programme Coordinator;
 - Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, submit the completed *Personal Mitigating Circumstances Form*, with supporting documentation, to your Programme Coordinator
5. Students are required to retain a copy of each assignment submitted.
6. Dublin Business School penalises students who engage in Academic Impropriety (i.e. plagiarism, collusion, copying, essay mills, etc.):
 - Refer to the [QAH Part B Section 3.3](#) for further information on Academic Impropriety and the potential penalties;
 - Refer to the [Library](#) for information on correct referencing, and support classes.

3.5 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland. The programme is positioned at Level 9 on the National Framework of Qualifications (NFQ), a framework for the development, recognition and award of qualifications in Ireland.

3.6 Useful links and tips

Door codes for Bow Lane and Balfe Street are available at Reception desks.

Once registered, a learner should use the calendar in their student email account for personalised timetables.

Timetables can be synced with mobile devices, see <https://www.dbs.ie/about-dbs/news-and-events/2018/05/17/dublin-business-school-moodle-app> for more information.

- . www.dbs.ie
- . <https://elearning.dbs.ie/> (Moodle)
- . www.mydbs.ie (student email)
- . tts.dbs.ie for generic timetables
- . <https://library.dbs.ie/>
- . Lorls.dbs.ie (to access your reading list online)
- . esource.dbs.ie (repository of student and faculty research)
- . servicedesk.dbs.ie (to log support queries or issues)
- . Moodle App available for download (Play Store and iTunes): <https://elearning.dbs.ie/>

If you have any problems with your timetable or require technical support, please log a ticket at servicedesk.dbs.ie.

Section 4 Academic Calendar

The academic calendars can be found on the DBS website:

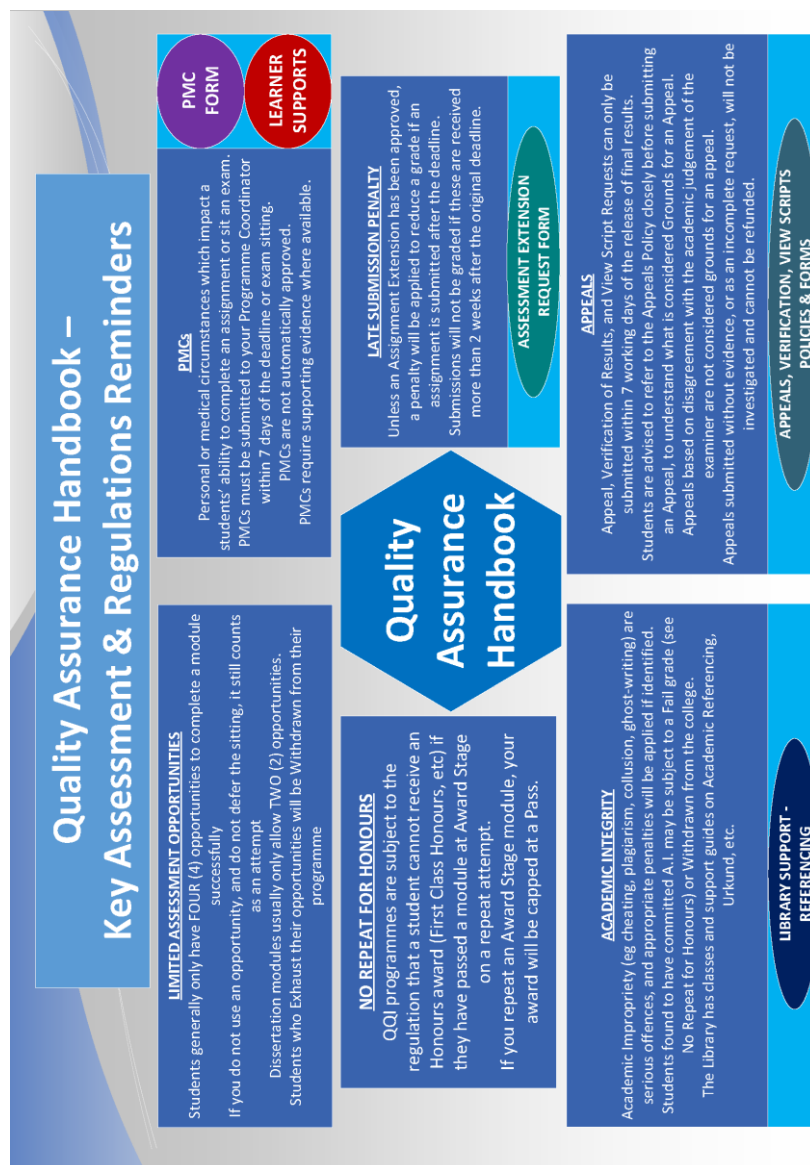
<https://students.dbs.ie/academicoperations/academic-calendars>

It shows the term dates, as well as reading weeks, the Christmas break and the exam session, including the repeat exams.

Section 5 Quality Assurance Handbook

All programmes delivered by DBS are delivered within a robust and established quality assurance infrastructure encapsulated by a *Quality Assurance Handbook*. This is available on the DBS website: <https://students.dbs.ie/registrar-office/gah>.

5.1 Key Assessment Regulations



5.2 Programme Specific Regulations

Please note that learners will not progress to the Research Project module unless all taught modules have been passed. All CA components in Research Methods must be passed individually.

At least 80% attendance required to successfully complete Supervised Clinical Visits.

Section 6 Conclusion

We hope you have found the programme handbook helpful. If you have any queries, please contact your Course Director or Programme Coordinator. Their contact details can be found in Section 1 of this handbook.

Enjoy your time at DBS!