



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	The Health of People with Learning Disabilities				
Module Code	UZZSNJ-45-2	Level	2	Version	1.2
Owning Faculty	Health and Applied Sciences	Field	Mental Health and Learning Disabilities		
Contributes towards	BSc (Hons) Nursing (Learning Disabilities)				
UWE Credit Rating	45	ECTS Credit Rating	22.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	April 2015		Valid to	September 2019	

<b>CAP Approval Date</b>	24 March 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"> <li>• Demonstrate culturally sensitive knowledge and understanding of family types, functions and dynamics (Component A)</li> <li>• Discuss the ethical, legal and policy issues which impact the child, adult and older person with physical and mental health needs and their family (Component A)</li> <li>• Explore advocacy, empowerment and risk in relation to health education and supporting individuals and their families to make health choices (Component A)</li> <li>• Examine the role of the learning disability nurse as a leader and manager</li> <li>• Discuss different models of health education &amp; health facilitation (Component A)</li> <li>• Identify a range of factors that contribute to physical and mental health inequalities in children, adults and older people with learning disabilities (Component A)</li> <li>• Discuss local and national initiatives in health facilitation for people with learning disabilities (Component A)</li> <li>• Explore strategies for maintaining and improving health in children and adults with learning disabilities (Component A)</li> <li>• Evaluate a range of health assessment tools for children, adults and older people with learning disabilities (Component A)</li> <li>• Examine the roles and responsibilities of the Registered Nurse (Learning Disabilities) in assessing and promoting the health needs of children, adults and the older person and explore best practice in this area (Component A)</li> <li>• Communicate effectively and collaboratively with people with learning disabilities, their carers, families and other professionals and services (Component A)</li> <li>• Identify and manage health issues using appropriate knowledge, techniques and concepts (Component A)</li> <li>• Discuss and evaluate coping strategies used by children, adults and their families and explore implications for practitioners(Component A)</li> <li>• Produce accessible information (Component A)</li> <li>• Utilise teaching and learning opportunities (Component A)</li> <li>• Use appropriate Information Technology packages in the development of accessible resources (Component A)</li> </ul>

	All learning outcomes relate to the care of people with Learning Disabilities and their families.
Syllabus Outline	<p><b>Professional Values</b>  Health inequalities  Models of health, health education and health promotion  Models of working in community settings with children, young adults, families, professionals and agencies  Person Centred Approaches  Factors that contribute to ill health and wellbeing: growing up, ageing, end of life, bereavement, independent living, sexual health  Transitions, for example, child-adult, parenting, employment, retirement, older carers  Abuse, adult safeguarding and child protection  Consent and other ethical considerations  Empowerment and advocacy</p> <p><b>Communication and Interpersonal Skills</b>  Health Action Plans  Physical health checks, for example. OK health check  Mental health check for example Psychiatric Assessment Schedules for Adults with Developmental Disabilities (PAS-ADD), Green light tool kit  Mental Health wellbeing in children and young adults  Making information accessible  Use of Information Technology</p> <p><b>Nursing Practice and Decision Making Skills</b>  Assessment and individual care planning  Pharmacology and medicine management  Pain management  Risk management  Goal setting and problem solving  Therapeutic interventions for children, adults and older people</p> <p><b>Leadership, Management and Team Working</b>  Role of the Registered Nurse (Learning Disabilities)  Introduction to teaching strategies  User involvement and user led services and ways of developing this through practice  Working with and leading teams</p> <p><b>Biology &amp; Altered Physiology Across the Age Range</b>  Disordered eating  Chronic and long term pain management  Neurological system  Epilepsy  Sleep patterns  Encopresis  Enuresis  Ante-natal screening</p>
Contact Hours/Scheduled Hours	A total of 108 hours contact time 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"> <li>• Practice experience</li> <li>• Simulation</li> <li>• Clinical skills</li> <li>• TEL</li> <li>• Workshops &amp; Master class</li> <li>• Lectures and Seminars</li> <li>• Enquiry based learning</li> </ul>

- Person centred focused learning (Case Based)
- Role play

**KIS Data**

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				
				45
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
450	108	117	225	450
				

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Coursework:** assignment

Total assessment of the module:		
Written exam assessment percentage		
Coursework assessment percentage		100%
Practical exam assessment percentage		
		100%

**Reading Strategy**

**Core readings**

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a 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.

**Further readings**

All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

**Access and skills**

Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 2. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. 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.

**Indicative Reading List**

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. *Current*

advice on additional reading will be available via the module guide or Blackboard pages.

References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Life Sciences.

### **Core reading**

Atherton, H. and Crickmore, D. (2011) *Learning Disabilities: Towards Inclusion*. [online] 6<sup>th</sup> ed. London: Churchill Livingstone. [Accessed 29 January 2013].

Broussine, E. and Scarborough, K. (2012) *Supporting People with Learning Disabilities in Health and Social Care*. [online] London: Sage. [Accessed 29 January 2013].

Priest, H. and Gibbs, M. (2004) *Mental Health Care for People with Learning Disabilities*. London: Churchill Livingstone.

Shorvon, S. (2010) *Handbook of Epilepsy Treatment*. [online] 3<sup>rd</sup> ed. Chichester: Wiley-Blackwell [Accessed 29 January 2013].

Simon, C. and Ward, S. (2010) *Does Every Child Matter?* [online] Abingdon: Routledge [Accessed 29 January 2013].

Thompson, J. and Pickering, S. (2001) *Meeting the Health Needs of People who have a Learning Disability*. London: Bailliere Tindall.

### **Further Reading**

Brown, M., and Marshall, K. (2006) Cognitive behaviour therapy and people with learning disabilities: implications for developing nursing practice. *Journal of Psychiatric & Mental Health Nursing*. [online]. 13(2), pp. 234-41. [Accessed 15 February 2013].

Cleaver, H. and Nicholson, D. (2010) *Parental Learning Disability and Children's Needs*. [online] London: Jessica Kingsley Publishers. [Accessed 29 January 2013].

Elliott J., Hatton, C., and Emerson, E. (2003) The health of people with learning disabilities in the UK: evidence and implications for the NHS. *Journal of Integrated Care*. [online]. 11(3), pp. 9-17. [Accessed 15 February 2013].

Gibbs, M., and Priest, H. (2009) Exploring the physical health needs of people with learning disabilities: Facilitation student engagement in learning using Kolb's experiential learning cycle. *Nurse Education in Practice* [Online]. 10(3), pp 115-118 [Accessed 24 January 2013].

Gibson, T. (2009) people with learning disabilities in mental health settings. *Mental Health Practice*. [online]. 12(7), pp. 30-3. [Accessed 15 February 2013].

Jackson, S., and Read, S. (2008) Providing appropriate health care to people with learning disabilities. *British Journal of Nursing* [online]. 17(4) (supplement), pp.S6-10. [Accessed 15 February 2013].

Marsh, L., and Drummond, E. (2008) Health needs in people with learning disabilities: using the 'OK' Health Check. *Learning Disability Practice* [online]. 11(4), pp. 16-21. [Accessed 15 February 2013].

Neno, R. (2007) Supporting people with complex needs. *Nursing Older People* [online]. 18(12), pp. 6-7. [Accessed 15 February 2013].

Read, S. (2005) Learning disabilities and palliative care: recognizing pitfalls and exploring potential. *International Journal of Palliative Nursing* 11(1), pp.15-20.

### **Journals**

British Journal of Nursing

International Journal of Palliative Nursing

Journal of Child Health Care

Journal of Child and Adolescent Mental Health

Journal of Psychiatric & Mental Health Nursing

	Journal of Integrated Care Nurse Education in Practice
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<b>Part 3: Assessment</b>
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Assessment Strategy	<ul style="list-style-type: none"> <li>• An accessible health resource</li> <li>• A 2000 word essay that discusses the rationale for the health topic chosen, the type of accessible format chosen and why the Learning Disabilities Nurse needs to be competent in making accessible materials.</li> <li>• The student will submit a draft of their accessible health resource for formative feed-forward from people with learning disabilities and academic staff. This involvement role models good practice in making accessible materials. Improvement as a result of this feedback needs to be explained in the essay.</li> </ul>
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Identify final assessment component and element	<b>A</b>
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<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>

<b>First Sit</b>
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Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. An accessible health resource with supporting 2000 word essay	100%

<b>Resit (further attendance at taught classes is not required)</b>
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Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. An accessible health resource with supporting 2000 word essay	100%

If a student is referred/failed in practice they will be required to attend a further placement opportunity at the discretion of the award board. They do not attend other components of the module.

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.