



## **Module Specification**

### **Health Needs of Children and Adults on the Autism Spectrum**

Version: 2021-22, v1.0, 25 Jan 2021

#### **Contents**

<b>Module Specification.....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>5</b>
<b>Part 4: Assessment.....</b>	<b>7</b>
<b>Part 5: Contributes towards.....</b>	<b>7</b>

## Part 1: Information

**Module title:** Health Needs of Children and Adults on the Autism Spectrum

**Module code:** UZZYC7-15-3

**Level:** Level 6

**For implementation from:** 2021-22

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Nursing & Midwifery

**Partner institutions:** None

**Delivery locations:** Glenside Campus

**Field:** Mental Health and Learning Disability

**Module type:** Project

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Supporting children and adults on the Autism Spectrum and their families form a key part of many health practitioners' work in many different settings (Department of Health, 2015). This module aims to support students to develop an in-depth understanding and knowledge of the health needs of children and adults on the autism spectrum, across wide range of health provision. This module would be reflective of the latest health policy and guidance in relation to children and adults on

the Autism Spectrum (House of Commons, 2020) and incorporate the Government's Mandate to NHS England and the NHS Long Term Plan (NHS, 2019). Equity, diversity and cultural competence practice and research will be embedded within all aspects of the learning outcomes.

**Features:** Not applicable

**Educational aims:** This module would help students develop an in-depth understanding and knowledge of the health needs of children and adults on the autism spectrum, across health provision, helping to bridge the gap between theory and practice. This module would be reflective of the latest health policy and guidance in relation to children and adults on the Autism Spectrum and incorporate the Government's Mandate to NHS England and the NHS Long Term Plan. Equity, diversity and cultural competence practice and research will be embedded within all aspects of the learning outcomes.

**Outline syllabus:** Care Management

Assessment and management of health needs for children and adults and their families and carers on the Autism Spectrum. Exploring the therapeutic interventions through a life span approach.

#### Ethical and Professional Issues

Application of ethical principles and decision making in the care provision of Autism Spectrum.

Working in with partnership with service users and their families and carers. Multi-professional working. Support needs of health and social care practitioners. Working with diversity and difference.

#### Contextual Issues

Specific health considerations in relation to the care provision on children and adults on the autism spectrum. Policy directives and legislative guidance.

#### Psychosocial / Emotional / Spiritual/ Social

Recognising and understanding the differences children and adults may experience if on the autism spectrum.

Recognising and responding to the differences of children and adults on the autism spectrum.

Recognising and reacting to complexities of diversity in ethnicity, gender, sexuality, physical health and Spiritual and religious needs/care.

#### Communication

Key skills in developing therapeutic relationships.

Exploration of therapeutic interventions that are verbal and non-verbal.

Key skills in collaborative working and decision making with children and adults on the autism spectrum and their families and carers.

Key skills in enabling service provision (reasonable adjustments).

Exploration of the use of technology in supporting child and adults with autism.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** This module will use a range of learning and teaching strategies to support student learning and will include:

Seminars

Peer assisted learning

Clinical and Therapeutic Skills

Group work

Involvement of persons with the lived experience

Service user and carer perspectives

Self-directed learning

Reflective approaches to learning

Digital learning and digital capabilities delivered through Blackboard and other virtual learning platforms

The learning approach for this module is based on a model of adult education.

Teaching strategies are used that value the students' previous learning and nursing

experience, providing a forum for self-development and the development of practice.

The module will be structured primarily through facilitated seminars where there will be

significant opportunities to share experience and learning. There will be opportunities for collaboration with practice partners organisation to contribute and participate in the module.

**Module Learning outcomes:**

**MO1** Examine the present context for health needs of children and adults on the Autism Spectrum in the UK, including legal and ethical aspects, recognising how these may affect the provision of care.

**MO2** Analyse a range of assessment and therapeutic interventions in response to the complex needs of children and adults on the Autism Spectrum, with consideration of reasonable adjustments to meet need.

**MO3** Demonstrate knowledge and understanding of co-existing comorbidities associated with Autism Spectrum and how to support these through effective care provision.

**MO4** Examine the key communication skills that are required to respond effectively to the health needs of children and adults on the Autism Spectrum as well as their families and carers, ensuring inclusive collaboration working and decision working are integral aspects.

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

## Part 4: Assessment

**Assessment strategy:** Formative Assessment - Students will have an opportunity of presenting their choice of the topic and a plan for completion of the summative assessment. Each student will be allocated 20 minutes, 10 minutes to present their ideas and 10 minutes for feedback and signposting to appropriate resources. This will provide time and opportunity for each student to further develop their ideas, critical thinking and preparation in readiness for the summative assessment.

Summative Assessment - 2000-word assignment. This assignment will review the student's field of practice.

### Assessment components:

#### Written Assignment - Component A (First Sit)

Description: Written Assignment (2000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

#### Written Assignment - Component A (Resit)

Description: Written Assignment (2000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

## Part 5: Contributes towards

This module contributes towards the following programmes of study: