



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Building Positive Relationships with, and Services for, People with Learning Disabilities				
Module Code	UZZSN8-30-1	Level	1	Version	1
Owning Faculty	Health and Life Sciences	Field	Mental Health and Learning Disabilities		
Contributes towards	BSc (Hons) Nursing (Learning Disabilities)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	9 May 3013
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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"> • Explore the value base of learning disabilities nursing to include care, compassion, commitment, courage and the importance of people having a voice (Empowerment and Involvement) (Component A) • Describe the development and role of a range of specialised services for people with learning disabilities (Component A) • Describe national initiatives, policy and research evidence intended to promote health and well being (Component A). • Explain the benefit of a structured approach in the implementation of nursing care (Component A) • Describe how altered health status can affect interpersonal communication (Component A) • Demonstrate an understanding of theories and concepts that contribute to the promotion of mental wellbeing across the lifespan (Component A) • Explore the impact of categories, concepts, labels and stereotypes that are used to describe people who have learning disabilities and their informal carers (Component A) • Discuss the principles and practice of person-centred approaches and tools (Component A) • Explore the nature and causes of Learning Disability (Component A) • Identify a range of therapeutic approaches to meet the diverse needs of people with learning disabilities (Component A) • Organise and clearly present relevant information to suit purpose, subject and audience (Component A) • Discuss the use of negotiation, problem solving and assertiveness skills (Component A) <p>All learning outcomes relate to the care of People with Learning Disabilities and their families.</p>

Syllabus Outline	<p>Professional Values History of service provision, construction of learning disabilities and labelling theories Models and philosophies of care Value base of learning disabilities nursing Health inequalities</p> <p>Communication and Interpersonal Skills Therapeutic approaches to care delivery Person Centred Planning</p> <p>Initiating and maintaining therapeutic relationships Verbal and non-verbal communication Introduction to health inequalities and diagnostic shadowing Introduction to Mental Health Introduction to Challenging Behaviour Introduction to People with profound and multiple learning disabilities (PMLD) Introduction to Autism Introduction to healthcare for children</p> <p>Nursing Practice and Decision Making Meeting the health needs of people with learning disability e.g. introduction to - pressure care, diet, regulation of eating and swallowing, mobility, continence, epilepsy, nutrition, dysphagia, tube feeding, sexuality Public Health Nursing Models Recording, accountability and responsibility Safeguarding Enquiry/case based learning</p> <p>Leadership, Management and Team Working Locate resources to support learning Self awareness and self management</p>
Contact Hours/Scheduled Hours	A total of 72 hours contact time in the form of seminars, lectures and online activities
Teaching and Learning Methods	A variety of approaches will be used which may include: <ul style="list-style-type: none"> • Practice experience • Simulation • Clinical skills • TEL • Workshops and Master class • Lectures and Seminars • Enquiry based learning • 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.

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	78	150	300

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 reading

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

Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.

Access and skills

Formal opportunities for students to develop their library and information skills are provided within the induction period. 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] 6th 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].

Field, L. and Smith, B. (2011) *Nursing Care: An Essential Guide for Nurses and Healthcare Workers in Primary and Secondary care*. [Online] 2nd ed. Harlow: Pearson Education. [Accessed 15 February 2013].

	<p>Further reading</p> <p>Gates, B. and Barr, O. (2009) <i>Oxford Handbook of Learning and Intellectual Disability Nursing</i>. Oxford: Oxford University Press.</p> <p>Hinchliff, S., Norman, S. and Schober.,J. (2008) <i>Nursing Practice and Health Care</i>. [Online] 5th ed. London: Hodder Arnold. [Accessed 15 February 2013].</p> <p>Naidoo, J. and Wills, J. (2008) <i>Health studies: An Introduction</i>. 2nd ed. Basingstoke: Palgrave.</p> <p>Prasher, V. and Janicki, M. (2002) <i>Physical Health of Adults with Intellectual Disabilities</i>. [Online] Oxford: Blackwell Publishing. [Accessed 15 February 2013].</p> <p>Race, D. (2007) <i>Intellectual Disability: Social Approaches</i>. Maidenhead: Open University Press.</p> <p>Raghaven, R. and Patel, P. (2005) <i>Learning Disabilities and Mental Health: a Nursing Perspective</i>. [Online] Oxford: Blackwell Publishing. [Accessed 15 February 2013].</p> <p>Turnbull, J. (2004) <i>Learning Disability Nursing</i>. [Online] Oxford: Blackwell Publishing. [Accessed 15 February 2013].</p> <p>Journals</p> <p>Learning Disability Practice</p> <p>Journal of Applied Research in Intellectual Disabilities</p> <p>Journal of Intellectual Disability Research</p> <p>Journal of Policy and Practice in Intellectual Disabilities</p> <p>Tizard Learning Disability Review</p>
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Part 3: Assessment		
Assessment Strategy	This assignment will focus on meeting the health needs of people with learning disabilities who have a range of health issues. Students will have an opportunity to participate in a formative activity to provide feed-forward comments from peers and academic staff.	
Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 100 %	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 3000 word person centred assignment	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 person centred assignment	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.	