



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Health Needs of People with Learning Disabilities				
Module Code	UZZSR7-30-2	Level	2	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Mental Health and Learning Disabilities		
Department	Nursing and Midwifery	Module Type	Standard		
Contributes towards	BSc(Hons) Nursing (Learning Disabilities) Graduate Diploma Nursing (Learning Disabilities)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	5 April 2017	Valid from	September 2017		
Revision CAP Approval Date		Revised with effect from			

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"> • Demonstrate culturally sensitive knowledge and understanding of family types, functions and dynamics (Component A) • Explore strategies for maintaining and improving health in children and adults with learning disabilities (Component A) • Evaluate a range of health assessment tools for children, adults and older people with learning disabilities (Component A) • 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) • Communicate effectively and collaboratively with people with learning disabilities, their carers, families and other professionals and services (Component A) • Discuss and evaluate coping strategies used by children, adults and their families and explore implications for practitioners (Component A) • Produce accessible information using appropriate Information Technology packages (Component A) • Apply evidence based approaches to enhance nursing care delivery and health outcomes (Component A) • Appraise own responses to formal and informal feedback, and plan how personal, professional and academic development can be enhanced (Component A)
Syllabus Outline	<p>Professional Values 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</p>

	<p>Abuse, adult safeguarding and child protection Consent and other ethical considerations Explore cultural diversity</p> <p>Communication and Interpersonal Skills 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>Nursing Practice and Decision Making Skills 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>Leadership, Management and Team Working 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 Explore models related to personal wellbeing Action planning, personal development and formal and informal feedback</p> <p>Biology & Altered Physiology Across the Age Range Disordered eating Chronic and long term pain management Neurological system Epilepsy Sleep patterns Encopresis Enuresis Ante-natal screening</p>
Contact Hours	72 contact hours
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, user and carer led sessions, workshops; online learning</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>
Key Information Sets Information	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	228	0	300

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

Practical Exam: Oral Assessment and presentation,

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	0%
Practical exam assessment percentage	100%
	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 1. 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

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 Applied Sciences.

Core reading

Atherton, H. and Crickmore, D. (2011) *Learning Disabilities: Towards Inclusion*. [online] 6th ed. London: Churchill Livingstone.

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

Further Reading

Douglass, E. and Hurtado, B. (2013) Establishing and Evaluating An Assertive Outreach Team. *Learning Disability Practice*. 16 (9) pp 30-34

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].

Lacey, P., Ashdown, R., Jones, P., Lawson, H., Pipe, M. (2015) *The Routledge companion to Severe, profound and Multiple Learning Difficulties*. London: Routledge

Scarborough, K. (2011) Learning disabilities and the older person in Hindle, A., Coates, A. (2011) *Nursing Care of Older People*. Oxford: Oxford Press

Sharma, A., Cockerill, H. (2014) *From Birth to Five Years*. 4th ed London: Routledge

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

Watchman, K. (2014) *Intellectual Disabilities and Dementia*. [online] London: Jessica Kingsley. [Accessed 29 January 2015].

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

Part 3: Assessment

Assessment Strategy

The ability to communicate effectively with a range of service users, carers and professionals is an integral skill of the Learning Disabilities Nurse. This includes the development of Accessible Resources that this particular assessment activity assesses. The formative assessment by service users reflects best practise.

- 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.
- An improved accessible health resource will then be presented in a 15 minute presentation with an additional 10 minutes of questions

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Presentation (maximum 30 minutes)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Presentation (maximum 30 minutes)	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		

FOR OFFICE USE ONLY

First CAP Approval Date	5 April 2017		
Revision CAP Approval Date		Version	1