Module Specification

Module Summary Information

<table>
<thead>
<tr>
<th></th>
<th>Module Title</th>
<th>Specialist Deafblind Assessment and Service Provision</th>
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<tbody>
<tr>
<td>2</td>
<td>Module Credits</td>
<td>40</td>
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<tr>
<td>3</td>
<td>Module Level</td>
<td>6</td>
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<tr>
<td>4</td>
<td>Module Code</td>
<td>SPR6039</td>
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5 Module Overview

Rationale for module

A person is termed deafblind if they have a combined sight and hearing loss, this includes having a dual sensory loss/impairment, being deaf visually impaired or blind hard of hearing. This module aims to upskill and equip you with in-depth knowledge concerning the associated impacts on daily life for people who are deafblind. You will develop knowledge of congenital and acquired deafblindness in adults as well as performing competence with appropriate techniques to facilitate communication, access to information and movement, orientation and mobility. This will provide you with the required expertise to inform your teaching practice within a visual impairment Rehabilitation Work setting.

Links to Programme Aims and Philosophy

In line with the programme aims and philosophy, this module aims to pursue excellence through the professional development of qualified Rehabilitation Workers (Visual Impairment) by enabling you to practice competently with people who have complex needs. This module particularly focuses on developing theoretical and practical knowledge and skills for working with people who are deafblind. It is a core part of the role of a rehabilitation worker to be able to pursue a more enhanced level of expertise to work with this client group. You will be able to achieve competence, confidence and effectiveness with your delivery of specialist assessment and service provision when working with people who are deafblind. This module is underpinned by and will meet the statutory requirements concerning specialist deafblind assessment and service provision as outlined by the Care Act 2014. By meeting these standards your employability will be enhanced and you will be able to practice with this specific client group.

You will consider the wider global issues pertinent to working with people who are deafblind. You will also benefit from learning from a range of disciplines including deafblind enablement specialists. Your learning will consider work with people who are deafblind within a wider multidisciplinary health and social care setting. It is the aim and the philosophy of this module for you to be able to reflect upon the approaches of other professions and to propose and perform strategies to enhance your individual rehabilitation work (visual impairment) practice.

How you will be taught

The university will link with experts from the sector who specialise with working with people who are deafblind. You will then be able to benefit from their knowledge, experience and expertise in the teaching sessions. Module materials will be released in advance of the face to face sessions in order
to enable you to enhance your foundation knowledge and abilities prior to starting face to face lectures. This knowledge and skills will then be enhanced and developed through key note lectures. These sessions will also have group work discussions and activities threaded throughout to enable you to propose key approaches for practice. In addition, there will be practical sessions involving work in small groups to practice skills as well as opportunities to perform techniques with people who are deafblind. These sessions will enable you to receive direct feedback on your progress prior to your written and practical assessments.

Following the teaching sessions, online forums will enable you to interact with external experts from the sector to critically analyse key issues relating to deafblindness. Extensive resources will be available online to support you with preparing for your assessments.

6  | Indicative Content

- Introduction working with people who are Deafblind
- Types of Deafblindness
- Physiological, emotional and functional impacts
- Identification of appropriate communication methods and strategies
- Use of students’ prior knowledge of Deafblind manual, Braille and block alphabet
- Appropriate service provision
- Service delivery issues
- Empowerment, enablement and independence
- Developing outcomes based support
- Positive risk management
- Dependency and suitability
- Care Act 2014 statutory guidance and your practice
- Key sections
- Practical application of appropriate communication methods
- Use of Deafblind manual, block alphabet and Braille
- Interaction and good practice skills
- Practical exercises related to rehab work assessment
- Enhancement of practitioner problem solving skills
- Practical approaches to teaching independent living skills, communication and movement and orientation and mobility
- Multi-disciplinary working
- Working with families and carer’s
- Service provision variations when working with children and adults who are congenital and acquired Deafblind

7  | Module Learning Outcomes

On successful completion of the module, students will be able to:

1. Reflect upon and critically analyse the potential physiological, psychological and functional implications of different types of Deafblindness on rehabilitation work practice.
2. Propose approaches that may enhance rehabilitation work service provision with people who have different types of deafblindness.
3. Perform the delivery of a specialist Deafblind assessment
4. Perform the delivery of rehabilitation services to a person who is Deafblind.
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Coursework</th>
<th>Exam</th>
<th>In-Person</th>
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<tbody>
<tr>
<td>1-2</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>3-4</td>
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<td>X</td>
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### Breakdown Learning and Teaching Activities

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>Scheduled Learning (SL)</strong> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable</td>
<td>32</td>
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<tr>
<td><strong>Directed Learning (DL)</strong> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE</td>
<td>184</td>
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<tr>
<td><strong>Private Study (PS)</strong> includes preparation for exams</td>
<td>184</td>
</tr>
<tr>
<td><strong>Total Study Hours:</strong></td>
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