UNIT 2: Problems, disorders and populations

MODULE: Learning disability

Module co-ordinator: Lynne Roper

2016-2017 (2014+15 Cohorts i.e. Years 2&3)
Unit:  2. Problems, disorders and populations
Module: Learning Disability
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Aims and learning objectives of the module:
The Learning Disabilities module will be delivered at the beginning of the second year. The module aims to equip trainees with the skills to work directly with people with learning disability as well as with carers, teams and other involved services. They will gain an understanding of the roles of other professionals working with this client group and the impact of government policies on services for people with learning disability and their families. The teaching will be integrated with relevant sessions from other modules (e.g. Core Competencies, Neuropsychology, Cognitive Behavioural Therapy, Cognitive Analytic Therapy, Forensic, and Systemic Practice). By the end of the module trainees will be able to engage with and assess the needs and preferences of people with intellectual disability, taking into account sensory issues, communication needs, and systemic factors. They will be able to assess, identify and plan appropriate interventions to address mental health problems and challenges arising from cognitive impairments and associated neurodevelopmental disorders.

- Are able to recognise and address discriminatory attitudes and practices.
- Are able to assess the needs and preferences of individual people with intellectual disabilities.
- Are able to understand the impact of learning disability, throughout development, on individuals, their relationships and families, self-esteem and social identity.
- Can formulate problems taking account of an individual's level of cognitive impairment, physical health, sensory sensitivities, social circumstances and experience of health and social services.
- Are able to assess and intervene at the appropriate level with the main mental health, behavioural and psychological problems experienced by adults and children with learning disabilities.
- Have the knowledge and ability to promote healthy lifestyles for people with intellectual disabilities.
- Are able to encourage and support people with learning disabilities, their carers, and staff, to increase autonomy, choice, and psychological well-being.
- Are able to demonstrate cultural sensitivity, and address culture specific expectations of individuals with learning disabilities.
- Are able to effectively communicate with people with learning disabilities and overcome cognitive and sensory impairments to enable effective work to take place.
- Are able to determine psychological formulations for intellectually impaired people with complex, multiple problems.
- Are able to recognise and manage risk in individuals with learning disabilities.
- Have a basic knowledge of the range of services and agencies available for the learning disabled population and how to access them.
- Are able to work effectively with other providers of services to address psychological aspects of health and health care.
- Are able to recognise and manage power and boundary issues when working with people with learning disabilities in different settings, e.g. patients’ homes, residential settings, educational establishments.

- Have an understanding of the impact of legislation, government policies and current research on services for people with learning disabilities

YEAR 2 (2015 Cohort)

1. Introduction to Learning Disability (45 minutes)
   - To give an introduction to working with people with Learning Disability, the range of presentations and challenges

2. Current developments in Learning Disability services: historical context and policy (2 ¼ hours)
   - To give an overview of the history of and current context of services for people with Learning Disability
   - To provide an overview of current developments in LD research and services with reference to the impact of government policies and protocols.

3. Assessment and intellectual disabilities (half day)
   - Assessment of people with learning disabilities
   - Common cognitive deficits and neuropsychological profiles
   - Test selection
   - ‘Best practice’ in establishing eligibility for learning disability services
   - Adaptive functioning assessments
   - Adapting the assessment process

4. The role of the Clinical Psychologist in working with people with profound, multiple, and sensory difficulties (half day)
   - To develop an understanding of difficulties faced by people with profound, multiple, and sensory difficulties.
   - To understand the impact multiple and sensory difficulties have upon psychological functioning, and the implications for assessment, formulation and treatment.

5. Impact of Learning Disability on personhood (half day)
   - Understanding the impact of learning disability on individuals, parents, families, education, self esteem and social identity.
   - Power differences between professionals and people with LD and how to address these in practice.
   - Awareness of the impact of LD throughout developmental stages, including adolescence, achievement of adult autonomy, and individuation
   - Consideration of key issues in the developmental history of adults with learning disability
   - The impact of undiagnosed learning disability on individuals and families
   - Valued social roles. The impact of work and activity on psychological wellbeing.

6. Relationships and intellectual disability (half day)
   - The impact of learning disability on patterns of relating
   - Attachment and challenging behaviour
   - Working with carers and families
- Supporting parents who have learning disabilities
- Supporting individuals with learning disability in relation to sexuality

7. Challenging behaviour: functional analysis and positive programming 1 (1 day)
 - Current perspectives on behaviours that challenge services.
 - Develop an understanding of challenging behaviour, topography, incidence and prevalence
 - Introduction to the process of functional assessment, (functional analysis, recording methods, analogue methodology) for challenging behaviour.

8. Challenging behaviour: functional analysis and positive programming 2 (1/2 day)
 - Introduction to positive programming and the employment of behavioural treatments for challenging behaviour.
 - To practice the process of conducting a functional analysis, formulation, and designing/carrying out a treatment intervention
 - Understanding the importance of multi-disciplinary team working when treating challenging behaviour and the role of care staff.
 - To be able to successfully train care staff to work with challenging behaviour
 - Introduce the contribution of Attribution Theory to our understanding of challenging behaviour and staff groups.

9. Mental health needs of adults with learning disabilities and implications of legislation (half day)
 - Presentation of mental health difficulties
 - How dementia affects people with learning disabilities.
 - The impact of learning disability on engagement and collaboration in treatment/therapy
 - Treatment approaches, evaluation and efficacy for psychological therapies with people with learning disabilities
 - The role of the psychiatrist in services for people with learning disabilities
 - Use of the Mental Health Act in learning disabilities
 - Understanding of capacity and consent issues and their implications for clinical practice
 - Deprivation of Liberty safeguards and Best Interests
 - Restrictive physical interventions

10. Autistic spectrum disorders 2: Adults with Autism in the community (half day)
 - understanding of the socio/cultural context of ASD
 - presentation and assessment of ASD in adults
 - interventions for adults with ASD and their families
 - awareness of the experience of families with both adults and children with ASD
 - understanding of the range of services offered to people with ASD and their families
 - the impact of current legislation and diagnostic classifications on services and people with ASD

Teaching sessions from other modules, which have significant content, related to LD
CAT: CAT and Learning Disabilities
Core: Mental Capacity
   WISC/WAIS assessment
   People with communication difficulties: engagement skills
CBT: CBT for people with learning disabilities
CYP: Autistic spectrum disorders in children
   Neurodevelopmental difficulties and disorders
For: Vulnerable adults in the criminal justice system
hlth: Biological basis of epilepsy
Neuro: Psychological aspects of epilepsy
Sys: Working systemically in learning difficulties

Additional learning resources
The National Autistic Society have a range of resources which highlight some of the challenges faced by those with autism and their families in the community.

There is also a link to films about the condition, including the perspectives of those with autism. Some of these are likely to be of more clinical interest than others but give a flavour of the variation in presentation of symptoms and difficulties experienced.
https://www.youtube.com/watch?v=PskWvtvanmk&feature=youtu.be

Key references:


Other relevant documents

for-clinical-psychologists-when-assessing-parents-with-learning-disabilities.html

The British Psychological Society & Royal College of Psychiatrists
Dementia and people with learning disabilities.

By the end of the module in line with the HCPC 2015 standards of proficiency trainees should:

1. Be able to practice safely and effectively within their scope of practice
2. Be able to practice within the legal and ethical boundaries of their profession
3. Be able to maintain fitness to practice
4. Be able to practise as an autonomous professional, exercising their own professional judgement
5. Be aware of the impact of culture, equality and diversity on practice
8. Be able to communicate effectively
9. Be able to work appropriately with others
11. Be able to reflect on and review practice
12. Be able to assure the quality of their practice
13. Understand the key concepts of the knowledge base relevant to their profession
14. Be able to draw on appropriate knowledge and skills to inform practice
15. Understand the need to establish and maintain a safe practice environment