

# Module Descriptors

Version / Tranche: Five

Date of Issue: December 2008

**Deafblind  
Studies**



DEAFBLIND  
·UK·



sense  
for deafblind people



DEAFBLIND  
·SCOTLAND·

© Board of Partners, Deafblind Studies

Gerard Swan  
Course Coordinator

1 Egerton Houses  
South Knighton Road  
Leicester LE2 3LR

+44 (0845) 456 1036 *Tel*  
+44 (0871) 528 4628 *Fax*  
+44 (07941) 531 931 *Mobile/SMS*  
gerard@deafblindstudies.org.uk  
www.deafblindstudies.org.uk



# Copyright and Author Acknowledgement

It is the intention of the Board of Partners that:

- all sources are appropriately acknowledged throughout the text of this document
- none of the material in this document infringes copyright

Every effort has been made to ensure the realisation of this intention. However, it may be that material has inadvertently, and without mal-intent, used without appropriate acknowledgement or permission. The Board of Partners would wish to rectify such a situation immediately. All readers of this material have a responsibility to make the Board of Partners aware of any such error.

# Contents Page

<b>Range Statement.....</b>	<b>3</b>
<b>Certificate in Deafblind Studies .....</b>	<b>4</b>
<b>Dual Sensory Impairment 1 .....</b>	<b>5</b>
<b>Professional Practice 1.....</b>	<b>7</b>
<b>Communication 1 .....</b>	<b>9</b>
<b>Movement, Mobility and Orientation 1 .....</b>	<b>11</b>
<b>Diploma in Deafblind Studies .....</b>	<b>13</b>
<b>Dual Sensory Impairment 2.....</b>	<b>14</b>
<b>Communication 2.....</b>	<b>16</b>
<b>Movement, Mobility and Orientation 2 .....</b>	<b>18</b>
<b>Practice Dissertation .....</b>	<b>20</b>

# Range Statement

All learning outcomes will cover interactions with people who are deafblind across the full age range and with a variety of conditions covering congenital and acquired deafblindness.

The Board of Partners aims to ensure that the course facilitates a skilled work force with knowledge and skill across the spread of congenital and acquired deafblindness.

Within this aim, the Board has always recognised the limited practical contact that students may have with some deafblind people because of the focus of their work. It is acknowledged that whilst students may want more access this may not be easily possible, due to the constraints of time and of employer resources.

The Board has a responsibility to ensure that students have opportunities to explore the transfer of knowledge and skills and to consider the application of practice principles. The Board of Partners takes this responsibility seriously. The design of the course ensures that students cover the range of congenital and acquired deafblindness:

- Through the taught modular content.
- Through the student manual that accompanies the training days.
- By ensuring that each module is taught by suitably qualified tutors whose experience is within the field of acquired deafblindness, congenital deafblindness or both.
- Through access to the experiences of other students. The Board of Partners selects groups of students from a range of backgrounds.
- Through assignments which support students to identify the competencies that they bring to the course or that they have gained through modular study. The assignments go on to support the student to explore how these competencies might be transferred to a range of settings.

Year One

Certificate in Deafblind Studies

# Dual Sensory Impairment 1

Tuition:	3 consecutive days
Credits:	20

## **Purpose:**

To provide participants with an overview of the issues commonly associated with deafblindness irrespective of the degree of disability experienced, or the age of onset or the cause of dual impairment.

To ensure that students develop an understanding of the causes and physiology of deafblindness.

This module provides students with a wider understanding of the historical perspective of deafblindness.

## **Summary:**

Using case studies, video and direct teaching, this module explores the aims and values of the Deafblind Studies course and explores participant's initial perspective on disability issues.

The module lays the foundations for future modules by giving students an understanding of deafblindness and of sensory function and physiology. It encourages them to then contextualise deafblindness.

## **Learning Outcomes**

1. Explain the main categories of deafblindness and the characteristics and terminology associated with each category. Students will explore why the use of categories is both helpful and limiting in relation to working with deafblind people.
2. Identify the factors that contribute to the unique nature and experience of deafblindness.
3. Identify and describe the key issues for people who are deafblind. These issues are taken to be communication, mobility and access to information (including environmental information).

4. Demonstrate knowledge of the main causes of deafblindness.
5. Describe the structure and function of both the visual and hearing systems.
6. Outline the factors that can adversely affect the structure and function of the visual and hearing systems.
7. Explain the physiology (processes) of the near and distance senses.
8. Give examples of the impact of structural and physiological differences on the deafblind person.
9. Understand the difference between how sighted / hearing people access, perceive and interact with the world through the near and distance senses and how deafblind people access, perceive and interact with the world.
10. Recognise the potential impact on an individual of ongoing changes in their condition.
11. Identify how a deafblind person can be disabled by their environment and by people's assumptions about them (people is taken to include individuals, organisations, institutions, family members etc).
12. Identify and describe a range of factors that impact on access to, and the provision of, services to people who are deafblind.

# Professional Practice 1

Tuition:	1 day
Credits:	10

## **Purpose:**

To enable students to understand how current education, health and social care legislation and guidance affects deafblind people and how benefits and concessions, services and information can enable them to live lives they want to lead. The module will require the student to develop his or her professional knowledge and practice in respect of working with deafblind people as full and valued citizens.

## **Summary:**

This module covers aspects of citizenship, legislation and guidance, services and support mechanisms that enable deafblind people and those around them to maximise opportunities for participation, to achieve entitlements and to access suitable resources and support. It considers how values and attitudes shape professional practice and influence the development and use of legislation and guidance, services and support.

## **Learning Outcomes:**

On completion of this Module, students will be able to:

1. Understand how values, personal and social attitudes, models of disability, and the civil rights agenda, affect the active citizenship of deafblind people.
2. Identify some of the tensions that come from a rights approach (including a context of limited resources and political and professional agendas).
3. Understand how legislation and guidance relevant to deafblind people are developed and changed.

4. Identify the range of legislation, guidance, benefits and concessions that might impact on the lives of deafblind people and their families and the processes which would need to be gone through to maximise advantage from them, giving examples of how this might be applied in practice.
5. Identify procedures and processes which would enable deafblind people to participate fully as citizens and to access appropriate services and support so that they can live the lives they want to live.
6. Identify key organisations and service providers, highlighting the key features of their support, the differences in their provision and the relevance for particular groups of deafblind people, carers and professionals.

# Communication 1

Tuition:	2 consecutive days
Credits:	20

## **Purpose:**

To provide participants with an overview of the development and use of communication and language. Participants will explore how deafblindness impacts on both.

## **Summary:**

To explore the role and function of communication for the individual and for those around the person.

## **Learning Outcomes:**

On completion of this Module, students will be able to:

1. Describe:
  - a. the basic components / elements of human communication and interaction with the world
  - b. the process of communication and language development in sighted / hearing people
  - c. the process of communication and language development in congenitally deafblind people
  - d. the impact of acquired sensory loss or deterioration on people who have an established means of communication and language. For example, sighted / hearing people or a person who is deaf who has an acquired visual deterioration or loss.
2. Explain the importance of having reason, motivation, means and opportunity to communicate

3. Demonstrate an understanding of the function and application of the range of methods that people who are deafblind may use to communicate.
4. Discuss the role that touch plays in maximising communication.
5. Demonstrate an understanding of how factors such as medication, fatigue, physical ability and the environment can affect the ability to communicate.
6. Discuss the impact of deafblindness on socialisation.

# Movement, Mobility and Orientation 1

Tuition:	2 consecutive days
Credits:	10

## **Purpose:**

To provide participants with an overview of the skills needed by a deafblind person in order to acquire and / or retain movement, mobility and orientation skills. Participants will also be able to assess and recommend appropriate programmes of support, implement and reinforce basic safety skills and provide guidelines for acquiring independent or supported mobility skills.

## **Summary:**

Using case studies, direct teaching and practical exercises, this module explores the impact of deafblindness upon the individual's mobility. The module considers the physical development of a congenitally deafblind child and the subsequent acquisition of movement, mobility and orientation skills. It also explores the impacts of dual sensory loss on movement, mobility and orientation for those individuals whose deafblindness is acquired.

## **Learning Outcomes:**

1. Describe the acquisition of movement, mobility and orientation skills for a sighted / hearing child and identify the impact of developmental differences for a deafblind / dual sensory impaired child on the acquisition of orientation and mobility skills.
2. Describe the possible impact of acquired deafblindness upon an individual's movement, mobility and orientation.
3. Describe the range of support available to enable individuals to retain adequate movement, mobility and orientation skills.
4. Identify and discuss how the environment can influence a deafblind person's independent travel and orientation skills.

5. Describe methods of enabling a deafblind person to acquire or maintain good movement, mobility and orientation skills.
6. Demonstrate knowledge of the movement, mobility and orientation needs of deafblind children and adults (including the elderly) with additional physical, mental and learning disabilities.
1. Identify a range of risks that might be experienced by deafblind people in relation to mobility. Students will also consider corresponding safety procedures.

Year Two

Diploma in Deafblind Studies

# Dual Sensory Impairment 2

Tuition:	2 consecutive days
Credits:	20

## **Purpose:**

To provide participants with an understanding of the investigation processes for auditory, visual and sensory function. Participants will explore the outcomes of the assessment process.

Students will consider the value and limitations of such assessments and explore the usefulness of using information gained by assessment.

Students will explore how the information gained from a range of assessments can support their understanding of the psycho-social consequences of sensory impairment, or loss, on the deafblind person and on the deafblind person's family.

## **Summary:**

To explore the diagnostic process, evaluate the outcomes and consequences of the assessment process and develop appropriate support strategies. These strategies to include access to communication, mobility and access to information (including environmental information), for a deafblind person and their family.

## **Learning Outcomes:**

On completion of this Module, students will be able to:

1. Demonstrate knowledge of functional and clinical procedures used in the investigation of sensory function and sensory integration.
2. Demonstrate knowledge of the value and limitations of these functional and clinical procedures.
3. Interpret audiometric and ophthalmic reports.
4. Discuss the psycho-social consequences of deafblindness

- a. for the deafblind person and (where relevant)
  - b. for the family unit and support networks.
5. Evaluate the consequences to the deafblind individual of progressive sensory loss, to include watching for change.
  6. Discuss the possible impact an assessment may have on the design of strategies to support a deafblind person's access to communication, mobility and information (including environmental information).
  7. Identify a range of support strategies that might result from assessments and analyse their effectiveness.

# Communication 2

Tuition:	2 consecutive days
----------	--------------------

Credits:	20
----------	----

## **Purpose:**

To enable students to assess, support, provide and monitor effective communication and access to information.

## **Summary:**

The module considers how assessment can lead to a deafblind person having appropriate and effective, communication or interaction with the environment.

## **Learning Outcomes:**

On completion of this module, students will be able to:

8. Assess and evaluate the communication needs of people who are deafblind.
9. Demonstrate understanding of the impact of an individual's sensory, social and educational histories on their current comprehension and use of communication.
10. Ensure that the chosen methods of communication are appropriate for the needs of the individual.
11. Identify the resources and training needed by both someone who is deafblind, and their workers, to provide individualised communicative environments.
12. Facilitate the sense of 'ownership' of the chosen communication method in people who are deafblind.
13. Identify the benefits and drawbacks of a range of aids and adaptations.

14. Advise people who are deafblind on making effective use of a range of Language Service Professionals who can assist in the interpretation of information.

# Movement, Mobility and Orientation 2

Tuition:	1 day
Credits:	10

## **Purpose:**

To enable students to assess the impact of deafblindness on a person's movement, mobility and orientation within their surroundings.

Participants will be able to develop and recommend appropriate programmes of support, implement and reinforce basic safety skills, as well as providing guidelines for acquiring independent or supported mobility skills.

## **Summary:**

The module builds on the learning from year one and looks in more depth at assessing the implications of dual sensory loss on an individual's ability to map, orientate and move within internal and external environments.

## **Learning Outcomes:**

On completion of this Module, students will be able to:

1. Identify the impact of the various categories of deafblindness (including that of ongoing sensory deterioration) on the movement, mobility and orientation of a wide variety of people who are deafblind.
2. a) Identify the range of issues, influences and circumstances which affect a particular deafblind person's ability to orientate and move about independently in their daily life. The factors involved may include emotional state, onset of sensory loss, ageing, loss of confidence, self-perception and family or societal attitudes.  
  
b) Identify strategies and methods which may support that person to overcome these difficulties.

3. Assess a person's readiness and willingness to engage in the mobility process, demonstrating what this means for congenitally deafblind people and for people with acquired deafblindness.
4. Demonstrate an understanding of cognitive / mental mapping and its significance for people who are deafblind, in relation to independent movement and travel.
5. Describe processes for accessing mobility and rehabilitation services. Students will also be able to list a range of organisations that may be able to offer particular types of support.
6. Students will identify factors which impact on safety for deafblind people in relation to movement, mobility and orientation.

# Practice Dissertation

Tuition:	Introduced during Communication Two training days
----------	---------------------------------------------------

Credits:	10
----------	----

## **Purpose:**

To provide students with an opportunity to demonstrate the impact of the course on their working practice.

## **Summary:**

The module encourages students to demonstrate how practising a cyclical process of planning, implementation and evaluation ensures that what they (and their colleagues) do, results in deafblind people having the recognition and support necessary to be equal citizens.

## **Learning Outcomes:**

On completion of this Module, students will be able to:

1. Identify some of the benefits of the course for the deafblind people that they work with.
2. Identify areas of course impact on personal professional development.
3. Identify areas of impact on organisational practice and on the professional practice of colleagues.
4. Use appropriate methods to evaluate practice and demonstrate how evaluation can lead to continued development.

## Revisions and Corrections

The following allows you to make feedback to the course coordinator about issues/revisions/corrections etc.

The page is designed to be removed and returned by post or fax.

It will be helpful if you include your name on the feedback in case more information is needed.

Fax: +44 (0871) 528 4628

Send to: Course Coordinator  
Deafblind Studies  
1 Egerton Houses  
South Knighton Road  
LEICESTER  
LE2 3LR

Page no	Para	Comment/Issue

Name: