Parenting and Disability
Sample Student Guide (1.5 hours)

N.B. This briefing paper needs to be developed/adapted for your own institution

Introduction to the Parenting and Disability course
Please listen to the podcast which provides a learning guide for the course, the transcript follows:

Parenting and Disability – Introduction.mp3
Parenting and Disability – Introduction (mp3 transcript).pdf

Aims and Learning Outcomes

Aims
To provide context(s) for applying developing team working competences to practice

Analyse and reflect on challenging real situations to consider solutions to improve care for disabled parents

To develop an understanding of how individual professional competencies complement those of other professions in the care of disabled parents

To develop an understanding of team working for disability in modern health and social care and education

Learning Outcomes
By the end of studying the e-learning package learners will be able to:

Knowledge
To understand the key principles of care planning, including risk assessment, referral process, local and national policies, procedures and pathways

Summarise the national and local care planning concerns

Understand the issues and concerns expressed by users/patients and carers and ensure interprofessional person-centred care plans for disability

This work was produced as part of the TIGER project and funded by JISC and the HEA in 2011. For further information see: http://www.northampton.ac.uk/tiger.

This work by TIGER Project is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. Based on a work at tiger.library.dmu.ac.uk.

The TIGER project has sought to ensure content of the materials comply with a CC BY NC SA licence. Some material links to third party sites and may use a different licence, please check before using. The TIGER project nor any of its partners endorse these sites and cannot be held responsible for their content. Any logos or trademarks in the resource are exclusive property of their owners and their appearance is not an endorsement by the TIGER project.
Understand the rights and responsibilities of disabled patients, carers and individual members of the interprofessional team in health and social care within primary/secondary and tertiary care settings

Critique the importance of communication skills, problem solving skills, negotiation skills and management of change when caring for disabled parents.

**Skills**
Demonstrate effective communication with parents living a disability, carers and other members of the multi professional team

Reflect on their own performance in relation to disabled parents as a key tool for professional practice

**Attitudes**
Demonstrate a positive approach to team working

Valuing the contribution of users towards the care of disabled parents.

**What is this course about?**
You will be learning with other health and social care students in your area.

We want you to enjoy this on-line course which is designed to be challenging, reflective, engaging, purposeful and modern. The following will help you to familiarise yourself with the course and what you will be expected to do.

*(Add details of course if delivered by face to face workshops)*

**What learning will I experience on this e-learning course?**
This e learning course is spread over a number of sessions........*(Suggest be precise in terms of dates etc. of your individual course )* Activities will be released gradually so that you work as a group and allow all members to complete the activities before moving on to the next. During the course you will get to know a small group of students on-line. Together you will learn about the experiences of a number of people living with a disability. Multi-disciplinary teamwork and interprofessional collaboration are paramount in these cases.

You will make use of written and video material available through the site to understand the case and you will be given a number of activities to complete which
will depend on your ability to work collaboratively. We hope that you will use the forum actively to engage each other in discussion about the case. It is worth mentioning that some aspects of the participants’ experiences may provoke strong emotions.

Each week the group will tackle different tasks. These are called e-tivities.

**Total Time allocation to each section of the course:**
- **Guide (Facilitator or learner):** 1 ½ hours
- **Introduction:** 2 ½ hours
- **Ground rules and introductions:** 3 hours
- **Access:** 22 hours
- **Attitudes:** 3 hours
- **Evidence Based Practice:** 8 hours
- **Considerations for communication with parents with particular problems:** 4 hours
- **Follow up e-tivity Resource Section:** 6 hours

**Are there any lecturers present?**
Yes, there are. This event has been designed by a multi-professional team who have been trained as moderators for on-line learning events.

Members of the teaching staff will be logging on to the course regularly throughout the week.

As a student, you will be leading on the activities. At the end of each week one of the teaching staff will summarise what you have achieved as a group.

There is a ‘Course Queries’ …*(Note to facilitator - suggest how the students can access this)* to post any general questions or technical problems and concerns about the course. We will respond as soon as possible.
From time to time we will post messages via the...*(Note to facilitator – insert your own method, for example ‘announcements’ section on Blackboard)* to inform you of any course related issues.

**Will I be assessed?**

Detailed guidelines for any formal written assessments or portfolios will be given to you by your own module leaders.

For this course, you must engage with ALL the e-tivities and contributions each week of the course. The learning builds on from one week to the next. You will be formatively assessed on the contributions you make each week. Feedback will be given by your e-tutors. Conversely, if you do not engage with the activities, the tutors will invite you to contribute, remind you of the rules of engagement and even email you personally if necessary.

At the end of the event you are required to complete two written tasks. These are an account of the learning and a reflection on the skills you have developed towards gaining an interprofessional competence fit for practice in the modern health and social care professions. Details will be provided in week 5. The work can be transferred into your IPE portfolio. General guidance on what is required for completing these accounts and reflections can be found in...*(Note to facilitator - guide to students to their own portfolio)*.

You will be able to use the contributions that you make to discussions each week in your final week reflective pieces. You will receive more guidance in the final week but your reflections will include:

- two or three important problems that have arisen in team working from this case and
- suggested solutions with reflections on how your practice may change as a result.

**How much do I have to contribute?**

For each task every member of the group will have to contribute at least one original posting to the group and at least one considered response to someone else’s posting. This is the minimum ‘attendance’ necessary to gain credit for this event in...
your IPE portfolio. However, we hope that you will feel enthused to make several contributions to each discussion and to interact with all of the other group members.

You will be expected to complete your postings within the week they are set and you will not be able to move on to the next week’s activities until the start of that week. This is to keep everyone at broadly the same level of involvement.

Don’t wait until the end of each week to make your contribution as this places an unequal burden on other group members. Try to make sure that you are contributing regularly.

**How much time should I spend on this?**

We estimate that you should spend around two hours per week. You can do more but we suggest not more than four hours per week. Different people will work at different speeds with this format and will have different knowledge of the background. We suggest that a productive way to use the site is to make several shorter visits e.g. 20-30 minutes each spread out through the week. Obviously you are free to go on-line at whatever time of the day or night suits you best.

**Working on line**

*(Note to facilitator – Insert name of Virtual Learning Environment or similar)*

sometimes cannot recognise who we are so it is important that we identify ourselves.

**Blackboard tip:**

To change your user details click on ‘Course Tools’ -> ‘Personal Information’ -> ‘Edit Personal Information’ -> insert your name and submit. This will take 30 seconds to do but will make the course more enjoyable.

**Pre Course Questionnaire**

Please fill in a pre-course questionnaire before you begin this course. This questionnaire can be found…*(Note to facilitator - suggest you indicate where questionnaire can be found)*

Once you have completed the questionnaire please press ‘submit’

*(Pressing ‘save’ on some VLEs will not submit the questionnaire)*
Interprofessional (IP) Competencies: a reminder

Competency is the ability to handle a complex professional situation by the combining of (Miller GE; 1990):

* Knowledge ~ the learning of specific fact
* Skills ~ the practice of knowledge
* Attitudes ~ the development of appropriate values demonstrated through professional behaviour

Interprofessional competence relates to your ability to become an effective member of a multidisciplinary team. It consists of some of the following elements:

- The ability to place patients/service users/clients centrally in your work
- The appreciation of the roles and responsibilities of multi-disciplinary team members
- Effective communication
- The ability to manage team conflict issues
- The building and sustaining of mature team-working relationships

The development of mutual respect and value for team members

Reference


Do I need much experience with computers?

No you will not. The system is very easy to use. You just log in and then add comments and reply to other people’s contributions using the appropriate links. If you can use a keyboard and a mouse you should have no problems.

(Note to facilitator - If you embed any podcasts or films etc you will need to indicate here what the students will require on their personal computers)

There have been videos placed within the course content to help you. In order to watch the videos within this course you will need utilities that have been specified. (e.g. ‘real player or flash player’ on your machine).
The University computers (including library computers) will have these already installed. If you do not have this on your personal computers, you can download it from ...(Note to facilitator – indicate location of any software that needs downloading)

If you are working on hospital, other NHS premises or work placements, you may need permission to view or access audio-visual material from the internet. You may also need permission to access utilities like ‘FLASH PLAYER or ‘You Tube’. Please check this with your supervisors in the work placement before you access internet sites.

You will be using discussion boards and wikis for communicating virtually with each other.

Many of these communication tools are linked to the e-tivities. Clicking on the link will normally open the video or audio.

If this does not happen, hover your mouse over the link, click the right button of the mouse and you may be able to open the link in a new window. Alternatively, you can copy and paste the link into your internet browser window.

**Discussion Boards, Blogs and Wikis**

In relation to discussion boards there is a separate basic guide to posting, reading and responding to messages which you can find in the first e-tivity.

If you want to know how to use a wiki, watch this [http://www.commoncraft.com/video-wikis-plain-english](http://www.commoncraft.com/video-wikis-plain-english)

If you want to know how to use a blog, watch this [http://www.commoncraft.com/blogs](http://www.commoncraft.com/blogs)

You will need a set of headphones to listen to the commentary.

**Blackboard Tip:**

When inside the discussion board itself the screen can appear quite untidy, however, there are 3 buttons on the right hand-side of the 'thread' box which enables you to customise the views. These are an arrow pointing downwards to minimise and maximise window buttons.
Browser Tip:
To make the discussion board even more clear click F11 once to remove the Internet Explorer toolbar.

Discussion board tip:
When replying to other peoples messages in the discussion board remember you can change the title of your message. This can be useful when there are a number of replies starting with "RE:RE:RE:RE:RE:RE:" etc. If you remove these RE:it makes the board more readable.