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SYLLABUS FOR THE EDUCATION AND
TRAINING OF STUDENT NURSES

MENTAL HANDICAP

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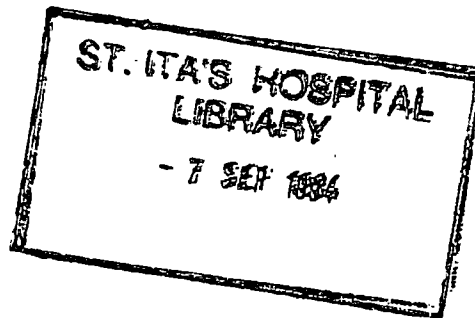
OCTOBER 1992 (1st EDITION)
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An Bord Altranais

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STUDENT NURSES

MENTAL HANDICAP



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SYLLABUS OF TRAINING

INTRODUCTION

The three year training programme aims at developing the student nurse to the highest possible professional standard. Emphasis throughout must be placed on broad educational processes which will affect and expedite the maturing and total personality development of the student nurse. These broad educational processes will be an aid towards self-fulfilment and help develop self-confidence.

It will equip the student nurse to provide stimulation, emotional support, and nursing care for persons with a mental handicap, of all ages, categories and in all settings – residential and community. A balance of time will be spent in both residential and community services.

It emphasises the importance of working with other professions, as well as family members, in planning and implementing the therapeutic programme of care, to ensure that each person receives appropriate assistance and direction in providing for needs she cannot meet independently and in developing greater independence within an environment conducive to her development.

The syllabus is an objectives based one. However, attention must also be paid to process. Each school of nursing will develop its own curriculum. A three year plan will be available.

The teaching and learning methods used throughout the programme will be varied and will incorporate self-directed study and individualised learning approaches.

For the purpose of this document, the female pronoun will represent both genders.

THE ROLE OF THE NURSE IN MENTAL HANDICAP

Nurses who work with persons with a mental handicap have a diversity of roles, from intensive physical nursing in a grossly handicapped individual to supportive guidance in the management and habilitation of children, adolescents and adults. The care of persons with a mental handicap forms part of the nursing profession as a whole, yet, it is specialised and very different from other forms of nursing.

NURSING SKILLS

These skills imply an ability to assist the individual with, or carry out for her the full range of functions associated with bodily needs. Deformity, physical and pathological disease entities may exist, and in such cases assistance required may be total. Therefore, a wide range of nursing skills will be required, ranging from basic to more advanced technical nursing skills.

PROGRAMME PLANNING SKILLS

In conjunction with other specialists, the nurse will be responsible for the day-to-day operation of programmes, to include observation, assessment, planning, implementation, and evaluation. Such programmes will incorporate self-help, occupational, recreational, communicative, social, creative and artistic skills.

ORGANISATIONAL AND INTERPERSONAL SKILLS

The nurse plays a major role in the development of services in which she works and, to this end, must develop a high level of organisational and interpersonal skills.

PHILOSOPHY

The syllabus of nurse training within the field of mental handicap is based on a philosophy which recognises and accepts that persons with a mental handicap have the same rights and human values as anyone else in society (based on United Nations Charter on the Rights of the Mentally Handicapped 1968).

This philosophy of care contains a number of implicit principles encompassing:

- Persons with a mental handicap have the same rights, and in so far as possible, the same responsibilities as other members of society
- Persons with a mental handicap have a right and a need to live within the community like other people and they have a right to receive those services necessary to meet their specialised and changing needs
- Persons with a mental handicap should receive, if and when necessary, professional assistance and services which will allow recognition, development and expression of the individuality of each person.

The programme of studies, as postulated in the syllabus, contains the essential elements which will provide a framework for the development of professional knowledge, skills and attitudes which are necessary to meet the specific needs of all groups of people with a mental handicap.

CLINICAL INSTRUCTION

The following is the outline of the weeks to be spent in clinical training over the three years:

Clinical Instruction	Weeks Minimum	Year of Training
Education & Development of the Child: Pre-school Normal Special Class Severe Special School - Moderate Special School/Living Area - Mild Mild/Moderate/Severe/Profound	2 2 2 2 6	1, 2 or 3 1, 2 or 3 1, 2 or 3 1, 2 or 3 1, 2 or 3
Education & Development of the Adult: Living Area - Mild/Moderate Living Area - Severe/Profound Training Areas Activation Elderly Optional from the above or appropriate areas	6 12 6 6 6 6	1, 2 or 3 1, 2 or 3 1, 2 or 3 1, 2 or 3 1, 2 or 3 1, 2 or 3
Disorders of Human Behaviour: Psychiatric: - Admission - Long Stay - Community Persons with a mental handicap who have disturbed behaviour	2 1 1 8	1, 2 or 3 1, 2 or 3 1, 2 or 3 1, 2 or 3
Accident & Emergency Medical Surgical (to include 1 day in operating theatre) Persons with a mental handicap who have a physical handicap/illness	2 2 2 6	1, 2 or 3 1, 2 or 3 1, 2 or 3 1, 2 or 3
Management - to be incorporated in allocations	5 days	2 or 3
Specialist Areas: Physiotherapy Communication, speech & language Physical education	2 2 2	1, 2 or 3 1, 2 or 3 1, 2 or 3

THEORETICAL INSTRUCTION

The following is the outline of the theoretical instruction:

Section		Minimum Weeks
Section A	Education & Development of the Child	6
Section B	Education & Development of the Adult	6
Section C	Disorders of Human Behaviour	4 (including 3 days re psychiatric placement)
Section D	The Body in Health and Disease	8 (including 1 week re general/sick children's placement)
Section E	Management	2
Section F	Allied Topics (will overlap with above sections)	2
	Plus 12 weeks	12
Total		40 (including 1 week and 3 days re psychiatric and sick children's/general placements)

EDUCATION AND DEVELOPMENT OF THE CHILD

This section of study will introduce the student nurse to the needs and special requirements of the child with mental handicap.

A knowledge of normal child development is a preliminary factor and should precede the study of the child with a mental handicap.

The child with mental handicap has the same basic needs as that of the normal child. The milestones of development will vary considerably between the normal child and the child with mental handicap.

This module of study on the child is introduced from the viewpoint of normal development and, where appropriate, problems arising from being a child with a mental handicap are discussed and studied. It aims to equip the student with an understanding of the factors involved in the care and education of the child so that her life can be developed to its full potential and fulfilment.

THEORETICAL AND CLINICAL INSTRUCTION

	Weeks
Total Theory Length	6
Total Clinical Length	14
Grand Total:	20
Clinical Venue:	
- Pre School normal	2
- Special class severe	2
- Special school moderate	2
- Special school/living area - mild	2
- With mild/moderate/severe/profound	6

This experience may be gained in a variety of settings, including day facilities, special schools, special classes, living areas (residential or community home) and the home setting.

Sub-Section: PRE, PERI AND POST NATAL DEVELOPMENT

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Pre Natal Development</i>	Briefly outline conception and development of the foetus in utero Describe the insults and injuries which can adversely affect the pre-natal development and the prevention of same
<i>Peri Natal Development</i>	Outline a normal delivery Identify factors which may cause mental handicap Outline screening tests carried out at birth
<i>Post Natal Development</i>	List and explain the primitive reflexes Explain the factors which may cause mental handicap in the post-natal period Describe the preventive measures Describe the sequences and stages of normal child development in the areas of cognitive, physical, social, emotional and moral development Outline the age of attainment and the changes that occur at each stage of development Discuss the importance and development of parenting/love and attachment/bonding Discuss the importance of early stimulation in normal child development and outline ways in which it could be encouraged
<i>Theories of Cognitive Development</i>	Compare and contrast the various theories of cognitive development (Freud, Piaget, Erikson and others)
<i>Child Abuse</i>	Discuss the concept of child abuse State the signs and symptoms of child abuse Discuss how child abuse can affect the emotional development of the child State the procedure to be followed in cases of suspected child abuse Examine the role of the family in relation to child abuse

Sub-Section: PLAY

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Theories of Play</i>	Discuss the various theories of play Describe the relevance of play to human development Describe stages and types of play
<i>Materials</i>	Select equipment, materials and toys appropriate to stages and types of play Discuss methods of facilitating various types of play in an individual
<i>Organisational Aspects</i>	Demonstrate ability to organise play sessions in a safe environment

Sub-Section: COMMUNICATION, SPEECH AND LANGUAGE

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Principles of Communication</i>	Demonstrate an understanding of the general principles of communication, and discuss inter related nature of communication
<i>Theories of Language Development</i>	Describe theories of language development Outline the anatomical structures and the physiological responses involved in speech and voice production Explain the importance of comprehension as a precursor to normal speech and other expressive media
<i>Normal Development</i>	Explain the stages of normal speech development Describe the factors facilitating communication, speech and language development Describe how the environment of the child can be structured to promote the growth and usage of language
<i>Alternative Methods</i>	Describe and implement alternative and augmentative systems of communication
<i>Remedial Programme</i>	Outline the procedure involved in the management of communication disorders, including, assessment and programme planning
<i>Disorders</i>	Define speech and language disorders Outline the aetiological factors associated with speech and language disorders
<i>Feeding</i>	Describe the relationship between feeding and speech development Discuss the importance of correct communicative interactions in the management of feeding

Sub-Section: EDUCATION

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>History</i>	Briefly outline the history of special education in Ireland and discuss current trends in the provision of education for the child with mental handicap
<i>Learning</i>	Define learning and describe three learning theories Explain the skills and teaching techniques used in behavioural therapy
<i>Educational Processes</i>	Describe the principles which underline the educational process with particular reference to the: <ul style="list-style-type: none"> - Active learning environment - Theories of motivation and reinforcement - Generalisation and repetition of learning - Structured organisation of teaching - Flexibility of method used with the individual child
<i>Curriculum Planning</i>	Discuss the relevance of the major developmental areas – motor, language, cognition, self-help, social and emotional to curriculum content and planning
<i>Scheme of Work</i>	<p>Discuss ways in which self-discipline and social development can be nurtured through classroom activities, movement, drama, games, music, household training</p> <p>Describe activities which lead to the acquisition of reading, writing and number skills, and relevant educational materials in current use, in these areas</p> <p>Demonstrate ability to plan, implement and evaluate a simple scheme of work in one of these areas with a small group of children</p> <p>Demonstrate ability to plan, implement and evaluate a simple scheme of work in the areas of social sight vocabulary, time concept, money, with a small group of adolescents</p> <p>Compare and contrast subject matter and techniques of teaching which are suitable for individual and group learning</p> <p>Demonstrate an understanding of the means by which the educational process is planned and co-ordinated under the following headings:</p> <ul style="list-style-type: none"> - Individual education programme - Aims and objectives - Schemes of work and project work - Records and reports <p>Discuss the importance for the child, of maintaining a high level of co-operation, communication and team work between nursing staff, teachers and parents at all times</p> <p>Demonstrate practical means of co-ordinating teaching in school, home and residential unit</p> <p>Evaluate the developmental benefits of, and disadvantages associated with, current trends towards integrating children with a mental handicap into mainstream education</p>

Sub-Section: EDUCATION

TOPIC

THAT THE STUDENT WILL BE ABLE TO

Self Help and Social Skills

Carry out a range of assessments in the areas of self help and social skills

Plan and carry out skills teaching programmes in the areas of self help and social skills

In relation to self help and social skills, describe activities which facilitate the following:

- Gross Motor Skills
- Fine Motor Skills
- Balance & Co-Ordination
- Body Awareness
- Cognitive Awareness
- Language Development
- Emotional Development
- Social Development

Assess, plan, implement and evaluate self help and social skills programmes for children with varying degrees of mental handicap, including children with associated handicap

Sub-Section: ADOLESCENCE

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Puberty</i>	<p>Describe the physiological changes and psychological response of puberty</p> <p>Describe the problems encountered by the adolescent</p> <p>Participate in self-awareness workshops</p>
<i>Sexuality</i>	<p>Acknowledge the rights of clients to be informed and educated about the biological and socio-physical facts of sexual behaviour</p> <p>Discuss methods of teaching clients a knowledge of their own sexual identity and an awareness of the sexual and reciprocal nature of relationships</p> <p>Discuss the importance of appropriate social sexual behaviour for acceptance by the community</p>

EDUCATION AND DEVELOPMENT OF THE ADULT

The section of the syllabus which follows is concerned with the education and development of the adult. In the previous pages, emphasis was placed on the developing child, ranging in age from birth to adolescence. The aims and objectives relating to this age group progress in a logical sequence and continue to be applied in a relevant manner to the emerging adult.

Each human person learns in an on-going manner, to adjust to the inevitable biological and psychological changes which occur during life. Adulthood is the "norm" for the majority of persons. It must, however, be recognised that for adults who present with a mental handicap, it may be difficult for some to realise the concepts associated with all stages of adulthood, and thus, specific interactions and support will be required to enable maximisation of potential ability.

The aim of all intervention in this section is to enable this particular age group to develop and maintain a positive self-concept and body image. This is fundamental to the development of life, work and social skills which enhance the possibility of each person becoming integrated into the "job market" and thus fulfilling their rightful and legitimate aspirations.

It is the responsibility of each student nurse to endeavour to acquire the skills necessary to meet the ongoing needs of the adult for whom this section of the syllabus is devised. Estimation of needs in any individual case implies that specific evaluation and assessment is on-going, only then can the student make therapeutic application of acquired skills.

THEORETICAL AND CLINICAL INSTRUCTION

	Weeks
Total Theory Length	6
Total Clinical Length	42
Grand Total:	48
Clinical Venue:	
- Living area - mild/moderate	6
- Living area - severe/profound	12
- Training areas	6
- Activation	6
- Elderly	6
- In any of the above or appropriate areas	6

Sub-Section: DEVELOPMENTAL ASPECTS OF ADULTHOOD

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Concept of Adulthood</i>	Explain the concept of adulthood Identify and analyse the variables distinguishing the adult from the adolescent
<i>Role of the Adult in Modern Society</i>	Critically evaluate the role of the adult in society Formulate ideas on the social expectations of the adult in society, contrast findings with expectations of persons with a mental handicap Indicate the effects a handicap has on the immediate family and on society in general

Sub-Section: EARLY AND MIDDLE ADULTHOOD

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>On Going Education</i>	<p>Summarise the special needs of the adult with a learning disability</p> <p>Discuss the implications of learning disability upon an adult with a mild/moderate/severe/profound degree of mental handicap</p> <p>Assess and evaluate life and social skills development in the young adult with a learning disability</p> <p>Plan and participate in therapeutic activities to assist the individual reach maximum functioning levels in the areas of life and social skills</p> <p>Analyse the components needed to create a learning environment</p> <p>Direct and orientate adults with a moderate/mild learning disability towards adult education classes within the locality</p> <p>Discuss the concept of adult education for persons with mild/moderate learning disability</p>
<i>The Adult with a Physical/Sensory Disability</i>	<p>Identify and distinguish the range and nature of physical and sensory disability</p> <p>Assess, with others, the needs of a person with a disability</p> <p>Participate in therapeutic activities to encompass needs arising from sensory deficits</p>
<i>Interpersonal Relationships</i>	<p>Discuss the nature of human sexuality</p> <p>Explore the concepts of personal and interpersonal relationships and relate those to the individual with a mental handicap</p> <p>Explore factors which may influence the dynamics of relationships</p> <p>Illustrate and describe the various social skill components necessary for the formation and continuity of relationships</p> <p>Recognise the need for and provide opportunities for the establishment of heterosexual relationships</p> <p>Recognise the need for and promote an environment where healthy emotional relationships can develop</p> <p>Identify ways by which adults with a mild/moderate/severe/profound degree of mental handicap, may express their sexuality and form relationships with others</p> <p>Acknowledge the individual as an adult and relate appropriately to the age level presented</p> <p>Identify and distinguish the range and nature of physical disabilities which may affect communication skills of a person with mental handicap</p> <p>Explain methods of teaching concepts of personal and interpersonal relationships to adults who present with various levels of cognitive development</p> <p>Apply in practice good communication skills and good relationships between staff and residents and between each resident</p> <p>Provide an environment where the adult can be assisted in undertaking personal presentation, hygiene and general social skills</p>

Sub-Section: EARLY AND MIDDLE ADULTHOOD

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Interpersonal Relationships (cont'd)</i>	Understand and provide an environment whereby the adult can enjoy personal space and privacy
<i>Sexuality</i>	<p>Evaluate current scientific, moral and media attitudes to sexuality</p> <p>Discuss the concept of marriage for persons with a mental handicap</p> <p>Assess the variables involved in marriage and parenthood of persons with a mental handicap from the legal, moral and social aspects</p>
<i>Development of Work Skills</i>	<p>Examine the concept of work as a necessity in the life experience of each person</p> <p>Examine the economic and political strategies which affect the availability of work</p> <p>Compare and contrast variables in the human population which directly or indirectly influence a person's choice of work</p> <p>Elaborate upon the rights of the adult with a learning disability, in relation to training, work and meaningful occupation</p> <p>Discuss the relationship between the right to independence, freedom of choice and limitations in personal growth and development</p> <p>Discuss the difficulties employers may encounter in employing persons with a mental handicap</p> <p>Differentiate between societies work role expectation of the handicapped and non-handicapped persons</p> <p>Discuss the social and personal skills necessary for work and devise programmes for development of these skills</p> <p>Discuss the concept of work preparation and training, including vocational training, for people with a mild/moderate/severe degree of handicap</p> <p>Organise a programme aimed at developing the personal attributes of each person in the area of basic work skills:</p> <ul style="list-style-type: none"> - Exhibiting appropriate work habits and behaviour - Displaying adequate skills in manual, motor and physical progress - Developing of specific occupational skills <p>Identify, discuss, plan and implement work activities which would be meaningful and meet the needs of individuals with a profound or severe degree of handicap</p> <p>Promote a happy and secure atmosphere in a working environment</p>
<i>Safety Factors</i>	<p>Assess ability of individual to avoid environmental dangers</p> <p>Discuss and explain safety precautions and procedures necessary in living and work areas</p> <p>Devise and implement intervention strategies aimed at developing safety consciousness in the adult with a mental handicap</p> <p>Indicate the need for a balance between supervision and restriction in the interests of safety, against the need and right of the adult to develop personal responsibility</p>

Sub-Section: EARLY AND MIDDLE ADULTHOOD

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Recreation and Leisure Pursuits</i>	<p>Identify and discuss current influences affecting recreation and leisure activities</p> <p>Discuss the importance of recreation and leisure pursuits for persons presenting with different levels of mental handicap</p> <p>Analyse the variables involved, adapt and design appropriate activities to ensure maximum participation by persons with all degrees of learning disability</p>
<i>Services</i>	<p>Identify the range and nature of services available to the adult in the areas of educational and training facilities</p> <p>Critically evaluate the suitability and availability of services for adults with a mental handicap</p>
<i>Progression of Activities Structured in Early Adulthood</i>	<p>Contrast the needs of the early, middle and older adult and compare these with a client with mental handicap</p> <p>Initiate the on-going development of the skills/ activities previously acquired</p>

THE ELDERLY PERSON

This unit of study will introduce the student nurse to the needs and special requirements of the elderly.

The elderly person is one who is normally defined as being over sixty five years. She will have the same needs and requirements as those of an adult, but she will also have needs which are particular to her and that may require specialist help and intervention.

Evidence of premature ageing associated with Down's Syndrome does lend support to the view that for some people with a mental handicap, a lower age criteria is appropriate and if relevant may be applied.

Throughout the ageing process, a person's life experiences change, physically, emotionally, socially, and in order for her to adjust and adapt to these changes, her needs will also change accordingly.

Current population projections indicate an increase in the order of 27,000 in the number of persons aged sixty five years and over by the year 2006. Almost all of this increase will be in the category seventy five years and over, with two-thirds of the increase i.e. 18,000 in the category eighty years and over.

It seems logical to surmise that elderly persons with a mental handicap will form a percentage of the above figure. Greater emphasis then will need to be placed on the acquisition of skills that will meet increasing levels of physical, psychological and cognitive incapacity.

A philosophy of approach that promotes independence, private space, choice, personal dignity, good communication between staff and residents with an emphasis on the individuality of each person is to be encouraged and developed. In this way, strategies of support and intervention will develop which recognise and respect the strengths and resources as well as the vulnerability of this group.

Sub-Section: THE ELDERLY PERSON

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Retirement and Changing Life Style</i>	<p>Discuss the importance of planned preparation for retirement</p> <p>Evaluate the possible and likely effects of retirement upon an individual and her life style</p> <p>Elaborate upon ways to minimise negative effects resulting from retirement within society, upon the individual and significant others in her life</p> <p>Assist in the preparation of an individual, who has a mental handicap, for retirement, e.g. developing hobbies and interests</p> <p>Categorise the various factors which influence the quality of life available to the retired person who has a mental handicap</p>
<i>Changes of Ageing</i>	<p>Explain the concept of old age</p> <p>Discuss the theories of ageing</p> <p>Identify and analyse the physical changes that occur in old age</p> <p>Summarise the emotional, psychological and cognitive changes that may be displayed during the ageing process</p> <p>Compare and contrast the psychology of ageing with that of the young adult</p>
<i>The Aged in Society</i>	<p>Discuss the incidence and demographic distribution of elderly people across all social strata of society</p> <p>Evaluate the attitudes of society towards the aged</p>
<i>The Family</i>	<p>Compare and contrast variables which may influence the attitudes and behaviour of family members towards an elderly relative</p> <p>Recognise and discuss the difficulties experienced by elderly persons who are caring for their adult son/daughter at home</p>
<i>Ageism</i>	<p>Examine and assess available literature, indicating attitude towards the aged</p> <p>Suggest strategies to counteract ageism</p>
<i>Needs of Elderly Person</i>	<p>Summarise the general and special needs of the elderly person</p> <p>Evaluate and discuss special needs which arise in elderly persons who have a mental handicap</p> <p>Determine the special needs of an elderly person from a learning perspective</p> <p>Propose intervention strategies which will assist in the maintenance of intellectual integrity</p>
<i>Safety Factors</i>	<p>Identify and evaluate ways of modifying the environment to safeguard the elderly person from hazards</p>

Sub-Section: THE ELDERLY PERSON

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Relationships</i>	<p>Recognise and appreciate the value and dignity of the elderly person as a human being</p> <p>Analyse the events which may lead to changed relationships in the elderly person's life</p> <p>Formulate ways of helping the elderly person to avoid loneliness</p> <p>Encourage communication and on-going interpersonal relationships</p> <p>Compare and contrast relationships in the life of a young adult with relationships in the life of the elderly person</p>
<i>Services</i>	<p>Discuss the concept and identify the need of special services for elderly persons with a mental handicap</p> <p>Analyse the full range of services, both statutory and non-statutory, available for elderly persons with a mental handicap</p>
<i>Standards of Intervention</i>	<p>Outline the components of a comprehensive quality assurance programme for elderly persons with a mental handicap</p>
<i>Recreation and Leisure Pursuits</i>	<p>Analyse the advantages for elderly persons with a mental handicap of active involvement in age appropriate leisure pursuits</p> <p>Evaluate and organise activities which maintain physical well-being</p> <p>Identify and provide activities suitable for the non-mobile elderly person with a mental handicap</p>
<i>Friendship Projects and Volunteers</i>	<p>Examine the appropriateness of friendship projects and volunteers for the elderly person with a mental handicap</p>

DISORDERS OF HUMAN BEHAVIOUR

Criterion for normal behaviour is socially determined. Non-compliance with minimal standards of socially acceptable behaviour may occur as a result of psychiatric illness or learning disability. Such non-compliance frequently results in admission to residential care especially in the case of challenging behaviour.

Environmental influences on the development of behaviour are clearly established. The purpose of this area of study and clinical experience is to:

- Create an awareness of the environmental factors which promote and support challenging behaviour
- Develop intervention skills which will enable the client to respond in a more positive way.

The student will have:

- An understanding of the causes of behaviour disorder and psychiatric illness
- A knowledge of the assessment methods used to define and establish baseline behaviour
- A knowledge of the physical, psychological and social approaches to treatment of persons with such behaviour and disorders
- An understanding of the behavioural therapy techniques employed in the treatment of these conditions
- The skills necessary to conduct a global assessment, establish base line data, plan and implement a programme of care
- An understanding of evaluation techniques used in behavioural therapy programmes
- A knowledge of the drugs used in the treatment of disturbed behaviour and psychiatric disorder, the dosage and side effects of those most commonly used.

THEORETICAL AND CLINICAL INSTRUCTION

	Weeks
Total Theory Length	4
Total Clinical Length	12
Grand Total	16
Clinical Venues:	
Psychiatric Hospital:	4
- 2 weeks Admission/Short-Stay	
- 1 week Long-Stay	
- 1 week Community Psychiatric Facility	
Settings catering for persons with mental handicap who exhibit disturbed behaviour	8

Sub-Section: INTRODUCTION TO HUMAN BEHAVIOUR

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Mental Treatment Act</i>	<p>Explain the regulations of the current Mental Treatment Act in respect of patients admitted to a psychiatric hospital/unit under the following categories:</p> <ul style="list-style-type: none"> - Voluntary - Temporary - Persons of unsound mind
<i>Persons with a Mental Handicap and Psychiatric Disorder</i>	<p>Analyse the current position of people with a mental handicap with a concurrent psychiatric disorder in relation to facilities available</p> <p>Outline how each of the psychiatric conditions as listed throughout may manifest itself in persons with varying degrees of mental handicap</p>
<i>Suicide and Parasuicide</i>	<p>Define suicide and parasuicide</p> <p>Identify the factors associated with suicide and parasuicide</p> <p>Outline the role and responsibilities of the nurse in the management of a patient who has indulged in an act of deliberate self-harm</p> <p>State the hazards of sharp implements which patients might have in their possession</p> <p>Elaborate on the importance of an awareness observation</p>
<i>Psychotherapy</i>	<p>Define psychotherapy</p> <p>List the various types of psychotherapy in use</p> <p>Outline the role of the nurse in relation to supportive psychotherapy</p>
<i>Family Support</i>	<p>Outline the role of the nurse in supporting and counselling the family</p> <p>Educate the family on the management techniques used in the event of episodes of violence or aggression</p> <p>Outline the advantages of counselling and involving family members in the treatment plan of individuals exhibiting abnormal behaviour</p> <p>Assist the family in designing, implementing and evaluating programmes to minimise effects of the disorder/illness</p> <p>Demonstrate sensitivity when working with the family</p>
<i>Behaviour</i>	<p>Define behaviour</p> <p>Discuss environmental influences on a person's behaviour</p>

Sub-Section: BEHAVIOUR MODIFICATION

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Techniques</i>	<p>Define functional analysis</p> <p>Outline the functional analysis procedure</p> <p>Define punishment within a behavioural therapy context</p> <p>Describe the following procedures:</p> <ul style="list-style-type: none"> - Time out - Overcorrection - Response cost <p>Describe the procedure employed in:</p> <ul style="list-style-type: none"> - Differential reinforcement of other/opposite behaviour (D.R.O.) - Differential reinforcement of low rate behaviour (D.R.L.) - Differential reinforcement of incompatible behaviour (D.R.I.) <p>Define what is meant by reversal design</p> <p>Demonstrate proficiency in carrying out the following observation and recording methods:</p> <ul style="list-style-type: none"> - Event frequency - Duration recording - Time sampling - Interval recording
<i>Programme Planning</i>	<p>Discuss the advantages of individual programme planning in the management of disorders of human behaviour</p> <p>Design, implement and evaluate individual programme plans</p>
<i>Nursing Care Plans</i>	<p>Design, implement and evaluate nursing care plans to fulfil the needs of various groups of people with abnormal behaviour</p>

Sub-Section: DISTURBED BEHAVIOUR

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Seclusion</i>	<p>State the policy of place of employment in relation to seclusion</p> <p>Describe management techniques used when seclusion is deemed necessary</p>
<i>Physical Restraint</i>	<p>State the policy of place of employment in relation to the use of physical restraint</p> <p>Describe the principles of restraint to be observed when working with a client who is displaying aggressive/challenging behaviour</p>
<i>Aggressive Conduct</i>	<p>Define aggression</p> <p>Define violence</p> <p>Discuss the theories of aggression</p> <p>Examine environmental factors which contribute to the development of aggressive behaviour</p> <p>Define reasonable force</p> <p>Analyse the importance of pre-social skill training in reducing aggressive behaviour</p> <p>Describe the concept of special units</p> <p>Discuss special units designed to undertake intensive short-term treatment of clients with aggressive behaviour</p> <p>Discuss staff needs and staff/client ratio</p> <p>Describe an appropriate physical environment</p> <p>Indicate the importance of incident reviews</p> <p>Assist the client to find non-damaging ways to express her anger/ frustration</p> <p>State the provocative actions/conditions which have been observed to trigger violent episodes in individual clients</p> <p>Identify the likelihood of aggressive/destructive behaviour by interpreting verbal/non-verbal cues</p>
<i>Self-Injurious Behaviour</i>	<p>Define self-injurious behaviour</p> <p>Summarise the associated group of behaviours</p> <p>Explain possible causative factors</p> <p>Describe the approaches used in the management of these behaviours</p>
<i>Self-Stimulating Behaviour</i>	<p>Define self-stimulating behaviour</p> <p>Summarise behaviours included under this heading</p> <p>Outline possible precipitating factors</p> <p>Describe intervention strategies</p> <p>Indicate the value and limitations of medication as a therapeutic measure</p>

Sub-Section: DISTURBED BEHAVIOUR

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Temper Tantrums</i>	Define temper tantrums Outline the relationship between ego development, negativism, period of resistance and temper tantrums Outline the predisposing factors associated with temper tantrums

Sub-Section: CHILD PSYCHIATRY

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Eating Disorders</i>	<p>Define:</p> <ul style="list-style-type: none"> - Vomiting - Rumination - Food Refusal - Pica - Obesity - Anorexia Nervosa - Bulimia <p>Identify factors which contribute to the development of each of these conditions</p> <p>Describe the management of the child suffering from any of these conditions</p> <p>Demonstrate ability to initiate/implement/evaluate programmes as part of management strategy</p>
<i>School Refusal</i>	<p>Explain school refusal</p> <p>Describe possible causative factors</p> <p>Outline methods used to overcome school refusal</p>
<i>Delinquency</i>	<p>Define delinquency</p> <p>Outline predisposing factors</p> <p>Describe techniques employed in the management of delinquency</p>
<i>Childhood Fears and Phobias</i>	<p>Define childhood fears and phobias</p> <p>Explain the behavioural theories of childhood fears</p> <p>Describe methods used to reduce fear, e.g. desensitisation, flooding therapy, modelling</p>
<i>Habit and Conduct Disorders</i>	<p>Define and describe the management of problematic lying and stealing</p>
<i>Autism</i>	<p>Define autism</p> <p>Explain the history of autism</p> <p>Analyse the incidence and sex ratio</p> <p>Describe the features which lead to a diagnosis of autism</p> <p>Outline the suggested causative factors</p> <p>Describe the education and management of a child with autism</p> <p>Outline the services available for the child and the family</p> <p>Outline the prognosis for the child with autism</p> <p>Where possible, partake in the education and management of a child with autism or autistic tendencies</p>

Sub-Section: CHILD PSYCHIATRY

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Hyperkinesia</i>	<p>Define hyperkinesia/attention deficit disorder</p> <p>Describe the manifestations of this condition</p> <p>Analyse the factors which are suggested to contribute to the development of this condition</p> <p>Describe the effects of this condition on the development of the child in terms of the physical, emotional, social, and educational aspects</p> <p>Describe the management of this condition under the following headings:</p> <ul style="list-style-type: none"> - Behavioural Therapy - Education - Medical Preparations - Diet
<i>Enuresis</i>	<p>Describe the development of bladder control in the child</p> <p>Define enuresis</p> <p>Differentiate between primary and secondary enuresis</p> <p>Describe the strategies that may be employed to eliminate diurnal and nocturnal enuresis</p>
<i>Encopresis</i>	<p>Describe the development of bowel control in the child</p> <p>Define encopresis</p> <p>Describe the behavioural approaches that may be employed if simple habit training fails</p> <p>Describe the strategies that may be employed in the extinction of such behaviour</p>

Sub-Section: ADULT PSYCHIATRY

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Obsessional Compulsive Neurosis</i>	<p>Define obsessional compulsive neurosis</p> <p>Outline aetiological factors</p> <p>Describe the manifestations</p> <p>Describe methods used to overcome obsessive compulsive neurosis</p>
<i>Anxiety States</i>	<p>Define anxiety states</p> <p>Outline causative factors</p> <p>Describe the manifestations</p> <p>Describe methods used to overcome anxiety states</p>
<i>Depression</i>	<p>Define depression</p> <p>Outline aetiological factors</p> <p>Describe the manifestations</p> <p>Describe the management and nursing care</p>
<i>Psychosomatic Illnesses</i>	<p>List the psychosomatic illnesses</p> <p>Describe the current therapeutic approaches to these conditions</p> <p>Explain the importance of treating sensitively the person with a psychosomatic illness</p>
<i>Schizophrenia</i>	<p>Describe schizophrenia under the following headings:</p> <ul style="list-style-type: none"> - Definition - Aetiology - Incidence in Ireland - Physical/Social/Psychological Treatment - Nursing Care <p>Outline the four main types of schizophrenia</p> <p>Identify the agencies currently in existence to support the person with schizophrenia and the family</p> <p>Implement the nursing care plan for the person with schizophrenia</p> <p>Accept and respect the person with schizophrenia</p>
<i>Mania and Hypomania</i>	<p>Define mania and hypomania</p> <p>Describe signs and symptoms of these conditions.</p> <p>Explain why persons with such conditions might need to be hospitalised</p> <p>Describe immediate and long term medical treatment for the individual with mania/hypomania</p> <p>Observe the nursing care plan of the person with mania/hypomania</p> <p>Demonstrate sensitivity and offer support to the individual with these conditions</p>

Sub-Section: ADULT PSYCHIATRY

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Organic Psychoses</i>	Define organic psychoses Define chronic brain failure Explain the causes of chronic brain failure Describe the clinical features of chronic brain failure Outline, implement and evaluate a nursing care plan for the person with chronic brain failure Demonstrate sensitivity towards and value the person with chronic brain failure
<i>Dependencies</i>	Describe drug and alcohol dependencies under the following headings: <ul style="list-style-type: none"> - Definition - Social factors conducive to development of addiction physical, cognitive, social, emotional, financial and psychological effects of abuse of drugs/alcohol - Incidence in Ireland Outline the principles of treatment Discuss the difficulties that nurses may experience in the management of clients Discuss the long-term support systems to: <ul style="list-style-type: none"> - Prevent recurrence - Assist families who are involved Enumerate and discuss the consequence of drug/alcohol dependency to individuals/society Discuss the importance of health education in prevention Assist in the delivery of nursing care to the individual with alcohol/drug dependence Demonstrate sensitivity in supporting person who is alcohol/drug dependent
<i>Eating Disorders</i>	Describe the initial and long term manifestations of anorexia nervosa and bulimia Describe the intervention strategies used in the treatment of anorexia nervosa and bulimia Describe the nursing care of the individual who has anorexia nervosa and bulimia Explain the importance of sensitivity and support for the individual with an eating disorder
<i>Sociopathy</i>	Define sociopathy Describe the characteristics of and rehabilitation of a person with sociopathy Describe the strategies employed in the management of the person with sociopathy

Sub-Section: ADULT PSYCHIATRY

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Psychosexual Disorders</i>	Define and discuss the psychosexual disorders Outline the laws in this country in relation to homosexual practice
<i>Electroplexy</i>	Define electroplexy Describe indications for the use of electroplexy Describe the nurse's role and demonstrate the care needed: <ul style="list-style-type: none">- In the preparation of the patient for electroplexy- During the procedure- Following the procedure Observe and report the effects of the electroplexy

THE BODY IN HEALTH AND DISEASE

This section of the syllabus is essentially concerned with the body in health and disease. It gives the student the knowledge and experience in preventing and treating conditions that affect the health of the body and in rehabilitating the person back to health or in minimising the adverse effects of such conditions.

The anatomy and physiology will give the student an adequate knowledge of the structure and functions of the body so helping her recognise and understand threats to that structure and function. Through the study of common diseases, conditions and infectious diseases, as well as microbiology and personal and communal health, she will be able to recognise when the structure/function of the body is being undermined and the strategies required to maintain it in good working order.

Such knowledge, together with that gained from the study of nursing principles, pharmacology and physiotherapy, will give her the knowledge and experience to play her part in the prevention, treatment and, where possible, the rehabilitation of the person.

The study of genetics will further help her understand the role that genetics play in counselling, as well as their role in the cause of intellectual disability in particular and in the development of mankind generally.

NOTE: With reference to disease entities, the following must be covered: causes, predisposing factors, manifestations, investigations, management including nursing care, follow-up and prevention

THEORETICAL AND CLINICAL INSTRUCTION

	Weeks:
Total Theory Length	8
Total Clinical Length	12
Grand Total:	20
Clinical Venue:	
– Accident and Emergency	2
– Medical Nursing	2
– Surgical Nursing (to include 1 day in Theatre)	2
– Working with persons with a mental handicap who have a physical handicap/illness	6

Sub-Section: FIRST AID

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Principles of First Aid</i>	<p>Describe the principles of first aid and the responsibility of the first aider to the casualty and others in each topic of first aid as outlined below</p> <p>Describe the difficulties which may be encountered in the delivery of first aid treatment of persons with a mental handicap</p> <p>Show sensitivity to the individual and recognise the need to empathise and interpret non-verbal cues</p> <p>Show awareness of the importance of prompt intervention and co-operation with other health workers to restore health</p>
<i>Wounds and Bleeding</i>	<p>Identify wounds</p> <p>Describe the manifestations and first aid management of wounds</p> <p>Classify haemorrhage</p> <p>Describe the manifestations and first aid management of haemorrhage</p>
<i>Epilepsy</i>	<p>Recognise presenting features of various types of epilepsy and apply correct intervention techniques</p> <p>Identify the person's short term needs immediately after seizure</p> <p>Apply correct intervention techniques</p>
<i>Burns and Scalds</i>	<p>Identify the causes, extent of burns and scalds</p> <p>Apply appropriate treatment to burns and scalds</p>
<i>Cardiac Arrest</i>	<p>Identify clinical features of cardiac arrest</p> <p>Outline the factors involved in cardiac arrest</p> <p>Demonstrate basic A,B,C of resuscitation</p>
<i>Asphyxia</i>	<p>Identify causes and features of asphyxia and explain the appropriate management</p>
<i>Fractures</i>	<p>Classify fractures</p> <p>Recognise signs and symptoms and apply appropriate management</p>
<i>Muscles, Ligaments and Dislocations</i>	<p>Recognise signs and symptoms of damaged muscles, ligaments and dislocations</p> <p>Apply appropriate treatment</p>
<i>Extremes of Temperature</i>	<p>Describe the effectiveness of hot/cold compresses in the treatment of aches and the rationale involved</p> <p>Recognise heat stroke, sunburn, hypothermia and frost-bite</p> <p>List signs and symptoms of extremes of temperature</p> <p>Apply treatment of heat stroke, sunburn, hypothermia and frost-bite</p>
<i>Foreign Bodies</i>	<p>Outline appropriate treatment for specific foreign bodies</p>

Sub-Section: FIRST AID

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Unconsciousness</i>	List the causes of unconsciousness and describe the first aid treatment
<i>Shock</i>	Recognise the signs and symptoms of shock and describe the first aid treatment
<i>Poisons</i>	Outline the causes, signs and symptoms of poisoning Outline the poisons policy and procedure implemented in her place of employment in relation to the first aid management of poisons
<i>Obstetrical Emergency</i>	Outline the first aid management of an obstetrical emergency

Sub-Section: MICROBIOLOGY

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Principles of Infection</i>	<p>Define disinfection, sterilisation, barrier nursing and aseptic technique</p> <p>Describe the methods by which each of above may be achieved</p> <p>Show an awareness of the needs of an individual in isolation and be empathetic to family members</p> <p>Prepare the environment/equipment for barrier nursing and demonstrate correct hand washing technique and the use of gowns and gloves, in relation to this procedure</p> <p>Assess, plan, implement and evaluate a specific nursing care plan for the individual with an infectious disease</p> <p>Demonstrate aseptic technique</p> <p>Explain the process for collection of specimens for unit and laboratory testing</p>
<i>Immunity</i>	<p>Define immunity</p> <p>Describe the types of immunity</p> <p>Describe the current immunisation programme in this country in relation to schedules, vaccines available, contra-indications, side effects and health promotion</p>
<i>Micro-Organisms</i>	<p>Trace the significant developments from an historical perspective in relation to micro-organism</p> <p>Outline the methods by which micro-organisms may be identified</p> <p>Classify micro-organisms</p>
<i>Bacteria and Viruses</i>	<p>Classify bacteria and viruses</p> <p>Compare and contrast bacteria and viruses</p> <p>Describe factors contributing to the growth and multiplication of viruses and bacteria, including the mode of entry by which a host may become infected</p>
<i>Parasites</i>	<p>Define parasites</p> <p>State the causative parasites of scabies and helminthiasis</p> <p>Describe the prevention, treatment and nursing care for these conditions</p>
<i>Fungi</i>	<p>Define fungus</p> <p>Describe the treatment, nursing care and prevention of fungal infections</p>

Sub-Section: MICROBIOLOGY

TOPIC THAT THE STUDENT WILL BE ABLE TO

Infectious Diseases

Describe the causation, incubation period, signs, symptoms, treatment and nursing care and prevention of the following:

- Measles
- Mumps
- Rubella
- Varicella
- Pertussis
- Food Poisoning
- Herpes Simplex
- Herpes Zoster
- Hepatitis A & B
- AIDS
- Paediatric AIDS
- T.B.
- Meningitis

Outline the causative factors, incubation period, signs, symptoms, treatment and nursing of the following:

- Scarlet Fever
- Glandular Fever
- Encephalitis
- Polio-Myelitis
- Sexually Transmitted Diseases

Sub-Section: NURSING PRINCIPLES

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Admission and Discharge</i>	<p>Describe the various types of admission, transfer and discharge of people with a mental handicap</p> <p>Describe the preparation of a resident for physical examination</p> <p>Prepare for physical examination</p> <p>Explain the importance and use of consent forms</p> <p>Explain the care of resident's personal belongings</p> <p>Assist the doctor in carrying out physical examination</p> <p>Empathise with individual and family on admission/discharge/transfer</p>
<i>Care of Person Confined to Bed</i>	<p>Describe nursing care of a person confined to bed</p> <p>Implement the correct nursing procedures for the person confined to bed</p> <p>Demonstrate techniques of bed making, including use and care of bed clothes, cot sides and pressure relieving devices</p> <p>Demonstrate the ability to prepare and serve meals, set a tray table and assist in feeding</p> <p>Give and remove bedpans, urinals and commodes</p>
<i>Oral Hygiene</i>	<p>Demonstrate effective oral hygiene techniques</p> <p>Describe methods and techniques for promoting and improving oral hygiene</p> <p>Describe the rationale for oral hygiene</p>
<i>Fluid Balance</i>	<p>Measure and record fluid balance</p>
<i>Splinting and Bed Cradles</i>	<p>Demonstrate the correct use of splints and bed cradles</p>
<i>Medical Preparations</i>	<p>Demonstrate the administration of medical preparations</p>
<i>Plaster of Paris</i>	<p>Describe the care and management of a person with a plaster of Paris, to include complications, follow-up and advice</p>
<i>Lifting Technique</i>	<p>Discuss the principles of body mechanics</p> <p>Discuss the aids available for lifting</p> <p>Describe basic lifting criteria</p> <p>Use proper positioning techniques</p> <p>Demonstrate correctly transfer techniques:</p> <ul style="list-style-type: none"> - Transfer client from chair to bed - Transfer client from bed to chair - Transfer client from higher to lower level - Transfer client from lower to higher level - Transfer client from levels of same height

Sub-Section: COMMUNITY AND PERSONAL HEALTH

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Health Education</i>	<p>Describe the concept of health</p> <p>Describe personal behaviour which affects health, i.e. smoking, alcohol, drugs, exercise, stress, relaxation</p> <p>Describe the following environmental factors which affect health:</p> <ul style="list-style-type: none"> - Atmospheric Pollution - Water Pollution - Ventilation - Sanitation - Housing - Accidents - Noise - Heating - Household Pests and Vermin <p>Identify the risk factors involved in heart disease</p> <p>Discuss breast self examination and cervical screening</p> <p>Discuss complimentary medicine</p> <p>Carry out relaxation training to counteract stress</p>

Sub-Section: ANATOMY AND PHYSIOLOGY AND APPLIED NURSING PRINCIPLES

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Introduction to Human Body</i>	<p>Define anatomy and physiology</p> <p>Define the anatomical position and compare common and anatomical terms used to describe various regions of the human body</p> <p>List by name and location the principal body cavities and the organs contained within them</p> <p>List the regions of the abdominal cavity and their locations</p>
<i>Cells</i>	<p>Describe a cell</p> <p>Describe how materials move across plasma membranes by diffusion, osmosis and filtration</p>
<i>Tissue</i>	<p>Define a tissue</p> <p>Classify the tissues of the body into four major types</p>
<i>Skin</i>	<p>Describe conditions necessary for tissue repair</p> <p>Describe the structure and functions of the skin</p> <p>Describe inflammation and its resolution</p> <p>Outline the management of inflammation</p> <p>Describe the following:</p> <ul style="list-style-type: none"> - Psoriasis - Dermatitis - Ring Worm - Eczema - Dry Skin Conditions - Warts - Verruca - Skin Tumours - Scabies - Impetigo - Acne - Decubitus Ulcers - Furuncles (boil) - Athlete's Foot - Burns <p>Describe care of feet and hands</p> <p>Conduct a bathing session incorporating use of general and bed bathing principles</p> <p>Demonstrate routine care of hair and prevention and treatment of hair infestations</p> <p>Demonstrate the correct use of skin applications</p> <p>Demonstrate methods of measuring and recording body temperature</p>

Sub-Section: ANATOMY AND PHYSIOLOGY AND APPLIED NURSING PRINCIPLES

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Eye</i>	<p>Describe the structure and functions of the eye</p> <p>Define the following:</p> <ul style="list-style-type: none"> - Myopia - Diplopia - Hyperopia <p>Describe the following:</p> <ul style="list-style-type: none"> - Strabismus - Cataracts - Conjunctivitis - Sty - Blepharitis - Glaucoma <p>Prepare an ophthalmoscope for use</p> <p>Demonstrate instillations of eye drops and ointment</p> <p>Demonstrate care of spectacles and contact lenses</p>
<i>Ear</i>	<p>Describe the structure and functions of the ear</p> <p>Describe the following:</p> <ul style="list-style-type: none"> - Accumulation of ear wax - Outer ear infection - Otitis Media <p>Demonstrate correct procedure for cleaning ears, instillation of eardrops, collection of swab, use of auriscope</p> <p>Prepare for and assist in the procedure of ear syringing</p> <p>Demonstrate the care of a hearing aid</p>
<i>Nose</i>	<p>Outline the structure and functions of the nose</p> <p>Demonstrate correct procedure when taking a nasal swab</p> <p>Outline sinusitis</p> <p>Outline how to teach correct nasal hygiene</p>
<i>Nervous System</i>	<p>Classify the organs of the nervous system into central and peripheral divisions</p> <p>Describe the structure and function of a neurone</p> <p>Identify the principal parts of the brain</p> <p>Describe how the brain is protected</p> <p>Explain the formation, circulation, composition and absorption of cerebro spinal fluid</p> <p>List the neuro-transmitters</p> <p>Describe and demonstrate the measurement and recording of neurological observations</p>

Sub-Section: ANATOMY AND PHYSIOLOGY AND APPLIED NURSING PRINCIPLES

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Nervous System (cont'd)</i>	<p>Outline the course and functions of pyramidal motor and sensory pathways</p> <p>Describe the function of the peripheral nervous system</p> <p>Outline various reflexes of the body</p> <p>Describe the following:</p> <ul style="list-style-type: none"> - Parkinson's Diseases - Cerebro-vascular accident - Trauma <p>Classify epilepsy as per W.H.O.</p> <p>Describe the various types of epilepsy</p> <p>Outline the causes of epilepsy</p> <p>Describe the treatment and prevention of epilepsy</p> <p>Describe the advice to be given to a person with epilepsy</p> <p>Define an E.E.G.</p> <p>Record the type and frequency of epileptic seizures</p> <p>Define lumbar puncture</p> <p>Describe how one would prepare for a neurological examination</p>
<i>Respiratory System</i>	<p>Identify the organs of the respiratory system</p> <p>Describe the structure and functions of the upper and lower air passages, the lungs, the pleura, diaphragm</p> <p>Explain the physiology of breathing</p> <p>Outline the following:</p> <ul style="list-style-type: none"> - Coryza - Influenza - Laryngitis - Hay Fever - Pulmonary Embolism - Emphysema - Pleurisy - Carcinoma of bronchus and lungs <p>Describe the following:</p> <ul style="list-style-type: none"> - Tonsillitis - Bronchitis - Pneumonia - Asthma - Cystic Fibrosis <p>Explain the observation and recording of patterns of respiration</p> <p>Demonstrate the ability to take and record respiratory observations</p>

Sub-Section: ANATOMY AND PHYSIOLOGY AND APPLIED NURSING PRINCIPLES

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Respiratory System (cont'd)</i>	<p>Describe the following and demonstrate the use of each, to include nursing management:</p> <ul style="list-style-type: none"> - Oxygen Meters - Cylinder - Flow Meters - Oxygen Masks - Airways - Suction Machine - Suction Catheters - Ambu Bag
<i>Cardio Vascular System</i>	<p>Contrast the structure and function of arteries, arterioles, capillaries, venules and veins</p> <p>Identify the structures involved in the cardio vascular system</p> <p>Describe with the aid of diagrams, the structure and function of the heart and major blood vessels</p> <p>Explain the conductive mechanism of the heart</p> <p>Observe and record blood pressure, pulse and apex beat</p> <p>Describe with the aid of diagrams, the portal, pulmonary, cerebral, systemic and coronary circulation</p> <p>Define Patent Ductus Arteriosus, Atrial Septal Defect, Ventricular Septal Defect, Coarctation of Aorta</p> <p>Describe the following:</p> <ul style="list-style-type: none"> - Deep Vein Thrombosis - Myocardial Infarction - Congestive Cardiac Failure - Angina - Hypertension - Varicose Veins <p>Explain E.C.G. and its significance</p>
<i>Circulatory System</i>	<p>Define the principal physical characteristics of blood and its functions in the body</p> <p>Describe the structure and functions of leucocytes, erythrocytes, thrombocytes, plasma</p> <p>Define clotting time, bleeding time and prothrombin time</p> <p>Identify stages involved in blood clotting</p> <p>Explain blood grouping and cross matching</p> <p>Outline the lymphatic system and its functions</p> <p>Describe the following:</p> <ul style="list-style-type: none"> - Iron deficiency anaemia - Vitamin B 12 deficiency - Anaemia

Sub-Section: ANATOMY AND PHYSIOLOGY AND APPLIED NURSING PRINCIPLES

TOPIC THAT THE STUDENT WILL BE ABLE TO

Circulatory System

Outline the following:

- Aplastic Anaemia
- Leukaemia
- Agranulocytosis

Alimentary System

Describe the structure, location and functions of mouth, oesophagus, stomach, gall bladder, liver, pancreas, small intestine, large intestine

Outline the following:

- Candidiasis
- Cholecystitis
- Appendicitis
- Ulcerative Colitis
- Hiatus Hernia
- Haemorrhoids
- Gastro-intestinal Tumours
- Cirrhosis of the Liver
- Peritonitis

Describe the following:

- Gastric Ulcers
- Duodenal Ulcers
- Coeliac Disease
- Constipation
- Diarrhoea
- Vomiting
- Gastritis

Describe the methods of artificial feeding

Outline the reasons for and preparation of resident for barium meal, barium enema, sigmoidoscopy, gastroscopy, proctoscopy, endoscopy

Prepare for a rectal examination and administration of suppositories and enemas, explaining reasons for same

Endocrine System

Define an endocrine gland and list endocrine glands in the body

Differentiate between an endocrine and exocrine gland

Describe the structure and functions of the pituitary, thyroid, parathyroid, adrenal, pancreas glands

Outline the following conditions:

- hyperthyroidism
- hypothyroidism/dwarfism

Describe diabetes mellitus

Demonstrate the use and maintenance of a glucometer

Demonstrate the ability to test and record urine for glucose and ketones

Demonstrate the ability to prepare and administer insulin

Sub-Section: ANATOMY AND PHYSIOLOGY AND APPLIED NURSING PRINCIPLES

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Urinary System</i>	<p>Describe the structure, location and functions of the kidneys, ureters, urinary bladder and urethra</p> <p>List the constituents of urine</p> <p>Define albuminuria, glycosuria, haematuria, pyuria, ketosis, bilirubinuria</p> <p>Outline the following:</p> <ul style="list-style-type: none"> - Urinary Incontinence - Urinary Retention - Cystitis - Renal Failure - Acute Pyelitis <p>Outline the preparation and reasons for:</p> <ul style="list-style-type: none"> - Cystoscopy, - Intra-venous pyelogram, 24 hour collection <p>Outline reasons and preparation for and management of urinary catheterisation</p> <p>Define glomerulonephritis, pyelonephritis</p>
<i>Reproductive System</i>	<p>Describe the structure position and functions of female external genitalia, vagina, uterus, fallopian tubes, ovaries, breasts, male scrotum, testes, urethra, prostate gland and penis</p> <p>Discuss family planning methods</p> <p>Outline the major anatomical and physiological changes associated with pregnancy</p> <p>Outline tumours of male and female reproductive system, and orchitis</p> <p>Outline the following:</p> <ul style="list-style-type: none"> - Toxic Shock Syndrome - Ovarian Cysts - Endometriosis - Cervical Cancer - Prostate Dysfunctions - Premenstrual Syndrome - Dysmenorrhoea - Menorrhagia - Menopause
<i>Musculo Skeletal System</i>	<p>Describe the functions of the skeletal system</p> <p>List and identify the bones of the human skeleton</p> <p>Classify bones and outline their functions</p> <p>Describe the conditions necessary for normal bone growth and replacement</p> <p>Describe the gross and microscopic structure of a long bone</p> <p>Classify joints</p>

Sub-Section: ANATOMY AND PHYSIOLOGY AND APPLIED NURSING PRINCIPLES

TOPIC **THAT THE STUDENT WILL BE ABLE TO**

Musculo Skeletal System
(cont'd)

Differentiate between the different types of joints

Describe the following:

- Osteoarthritis
- Osteoporosis
- Rheumatoid Arthritis

Outline the following:

- Osteomyelitis
- Scoliosis
- Kyphosis
- Lordosis
- Equinovarus
- Talipes
- Congenital Deformities

Compare the location, microscopic appearance, nervous control and functions of striated, non-striated muscle tissues

Identify the principal skeletal muscles by name and action to include:

- | | | |
|------------------------|-----------------------|------------|
| Face | - Orbicularis Oris | |
| | - Masseter | |
| | - Buccinator | |
| Neck | - Trapezius | |
| | - Sternocleidomastoid | |
| Upper Extremity | - Biceps | |
| | - Triceps | |
| | - Brachialis | |
| | - Deltoid | |
| | - Supinators |) |
| | - Pronators |) Group |
| | - Flexors |) movement |
| | - Extensors |) only |
| Trunk | - Latissimus Dorsi | |
| | - Rectus Abdominis | |
| | - External Oblique | |
| | - Internal Oblique | |
| | - Pectoralis Major | |
| | - Pectoralis Minor | |
| | - Intercostals | |
| | - Diaphragm | |
| | - Gluteal | |
| | - Levator | |
| Lower Limb | - Rectus Femoris | |
| | - Vastus Muscles | |
| | - Adductors | |
| | - Hamstrings | |
| | - Extensor | |
| | - Flexors | |
| | - Gastrocnemius | |

Sub-Section: PHARMACOLOGY

TOPIC

THAT THE STUDENT WILL BE ABLE TO

Trace the significant developments from an historical perspective in relation to medical preparations

List the routes and methods by which medical preparations may be administered

Outline current legislation in relation to medical preparations

Classify medical preparations, giving examples of each

Outline the indication for use, dosage, desired and undesired effects, special precautions and contra-indications for medical preparations used in the management of conditions stated

Outline the absorption, metabolism, distribution and excretion of medical preparations in the body

Sub-Section: GENETICS

TOPIC

THAT THE STUDENT WILL BE ABLE TO

Explain what is meant by a chromosome and a gene

Explain the following terms:

- Trisomy
- Translocation
- Deletion
- Mosaic
- Non-disjunction

Differentiate between autosomal recessive inheritance and autosomal dominant inheritance

Explain sex-linked inheritance

Distinguish between autosomal chromosomal abnormalities and sex chromosomal abnormalities

Discuss genetic counselling and facilities for same

Sub-Section: PHYSIOTHERAPY

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Philosophy of Approach</i>	<p>Outline the principles of physiotherapy</p> <p>Display knowledge of aspects of general safety relating to physiotherapy</p> <p>Maintain dignity of client as a human being while intervention is taking place</p>
<i>Musculo-Skeletal Development</i>	<p>Outline the normal physiological changes of the musculo-skeletal system occurring from childhood to old age</p> <p>Compare and contrast normal and abnormal sequences of movement</p> <p>Describe abnormal movement and how it affects the overall relationship of the body</p>
<i>Motor Management</i>	<p>Indicate an understanding of the following terms:</p> <ul style="list-style-type: none"> - Active movement - Assisted active movement - Passive movement - Free movement - Resisted movement
<i>Contractures</i>	<p>Demonstrate a thorough knowledge and understanding of the causes, methods of prevention and treatment of contractures and deformities (surgical and conservative)</p> <p>Outline the fundamentals of grasp and manipulation in normal and disordered developmental growth</p> <p>Describe the basic principles of motor management of people who have a difficulty in relation to positioning, posture and mobility</p>
<i>Eating and Feeding Positions</i>	<p>Illustrate correct position for feeding children who lack sitting balance, head, mouth and trunk control</p>
<i>Movement with Specific Groups</i>	<p>Apply correct techniques of positioning in relation to persons displaying the following:</p> <ul style="list-style-type: none"> - Cerebral Palsy - Down's Syndrome - Multiple handicap - Advanced years
<i>Appliances and Equipment</i>	<p>Describe the effective use of equipment, apparatus and appliances in common use in physiotherapy</p> <p>Display knowledge of safe use and maintenance of equipment, appliances and apparatus</p> <p>Discuss the use of splints and other corrective appliances</p> <p>Develop the ability to select appropriate walking aids and to teach correct use of same</p> <p>Understand the correct use of equipment used to assist development of walking, e.g. standing frames, standing box, slatted table, ladder frame</p>

Sub-Section: PHYSIOTHERAPY

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Appliances and Equipment (cont' d)</i>	Display ability to teach correct use of crutches, i.e., <ul style="list-style-type: none"> - Non-weight bearing - 3 Point gait - 4 Point gait - Going up stairs
<i>Posture</i>	Describe the characteristics and causes of common postural abnormalities Design a remedial programme for postural deformity, taking into account: <ul style="list-style-type: none"> - Positioning - Activities - Specific muscle - Strengthening exercises
<i>Respiratory Intervention</i>	Describe the following in relation to correct technique of application: <ul style="list-style-type: none"> - Postural drainage - Breathing exercises - Suction of upper respiratory passages
<i>Hydrotherapy</i>	Discuss the concept of hydrotherapy Outline safety factors relating to the use of a hydrotherapy pool Describe the benefits arising from the use of hydrotherapy
<i>Conductive Education</i>	Outline the concept of conductive education

Sub-Section: SLEEP

TOPIC

THAT THE STUDENT WILL BE ABLE TO

Describe the function of sleep :

Describe normal and abnormal sleep patterns

Explain how sleep can be promoted

Describe the causes, dangers, management of:

- Insomnia
- Sleep walking
- Snoring

Sub-Section: NUTRITION

TOPIC

THAT THE STUDENT WILL BE ABLE TO

Discuss the concept of nutrition and nutritional needs for healthy living

Outline the role of scientific assessment in estimating an individual's nutritional status e.g. Body Mass Index

Describe the cause, effect and prevention of malnutrition

Describe the cause, effect and prevention of failure to thrive

Discuss nutrition in relation to:

- A person with multiple handicaps
- The elderly
- Infants/children

Describe the requirements necessary for the following diets:

- P.K.U.
- Low calorie
- Low salt
- Diabetes Mellitus
- High roughage

Analyse how meals should be served

Describe the importance of menu planning

Outline aids used in menu planning

Discuss aid/appliances for feeding

MANAGEMENT

In this section, the student nurse will be introduced to the concepts of management as they pertain to nursing as a profession.

Good managers in nursing are not born; they are made and fashioned by experience and the daily realities of their place of work and from encounters with people and problems.

From the study of the contents of this section, the student will become aware that the management role of the nurse is to create opportunities for professional excellence and development, and to make sure these opportunities are realised as effectively as possible.

The aim of this section is to identify the skills and functions necessary for good management practices in nursing, and to be able to achieve the essential effort, and describe the ways, in which nurses' tasks in this area can be accomplished efficiently. This can be done by looking at management in nursing according to:

- Interpersonal Roles
- Informational Roles
- Decision Making Roles.

As a result of the study of this section of the syllabus the student will become aware that management in nursing is concerned with taking the responsibility of being accountable in an ethical and professional manner.

Theory : 2 Weeks plus 5 days Clinical

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Communication Skills</i>	<p>Describe the communication networks</p> <p>Recognise the barriers to communication</p> <p>Describe the steps necessary to overcome the difficulties arising from ineffective communication</p> <p>Present, competently and accurately, reports and other relevant data to other personnel</p>
<i>Counselling</i>	<p>Define counselling</p> <p>Discuss the skills necessary for effective counselling</p> <p>Outline the role of the registered-nurse as a counsellor to residents and relatives</p>
<i>Leadership</i>	<p>Describe theories of leadership</p> <p>Discuss the characteristics, functions and styles of leadership</p> <p>Discuss the difference between responsibility and accountability</p>
<i>Administrative Procedures and Personnel Management</i>	<p>Describe the following and their importance:</p> <ul style="list-style-type: none"> - Budgeting control - Stock control - General economy <p>Discuss the ethos of the organisation</p> <p>Discuss the current policy/guideline statements of the organisation</p> <p>Discuss the Safety, Health and Welfare Work Act 1989</p> <p>Outline the following:</p> <ul style="list-style-type: none"> - Current Data Protection Act - Holiday Act - Maternity Act - Grievance and Appeals Procedure - Steps of Disciplinary Procedure
<i>Nurse Management</i>	<p>Define management</p> <p>Discuss the role and functions of the nurse manager</p>
<i>Public Relations</i>	<p>Discuss the nurses role in public relations on matters pertaining to mental handicap with reference to:</p> <ul style="list-style-type: none"> - Informing - Educating - Supporting - Advising

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Meetings and Committee Procedures</i>	<p>Discuss the functions of meetings</p> <p>Describe the procedure of organising and conducting meetings</p> <p>Describe the importance of maintaining a record of meetings</p> <p>Describe the role of the following committee members</p> <ul style="list-style-type: none"> - Chairperson - Treasurer - Secretary <p>Actively participate in meetings</p>
<i>Group Dynamics</i>	<p>Discuss the stages a group experiences from its formation until it is disbanded</p> <p>Relate the possible roles which members of a group may adopt</p> <p>Describe and explore ways of ensuring effective participation of group members</p> <p>Participate in small group dynamics</p>
<i>Incident and Accident Statements</i>	<p>Describe the importance of writing accurate and clear accident and incident statements, including how it may affect a nurse's career</p> <p>Discuss the relevance of completing accident and incident statements</p> <p>Relate important factors to remember when preparing and submitting incident and accident statements</p> <p>Prepare and submit either hypothetical or actual accident and incident statement</p>
<i>Staff Appraisal</i>	<p>Define appraisal</p> <p>Discuss the importance of appraising staff</p> <p>Discuss proficiency assessment forms and their role in assessing student nurses</p> <p>Using role play, demonstrate an ability to perform effective interviews and assessment, as indicated with proficiency assessment forms</p>
<i>Multidisciplinary Team</i>	<p>List the professionals involved in the multidisciplinary team</p> <p>Outline the role of each team member</p> <p>Discuss the inter-relationship of each member of the multi-disciplinary team</p> <p>Compare and contrast the nurse's role as a member of the team in residential and community services</p> <p>Evaluate the importance of effective communication within the multidisciplinary team</p>
<i>Case Conferences</i>	<p>Discuss what is inferred by the term case conferences</p> <p>Describe the importance of case conferences</p> <p>Outline the dynamics of case conferences</p> <p>Prepare and submit relevant documentation at a case conference</p>

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Job Application</i>	<ul style="list-style-type: none">Discuss factors to consider when applying for, completing and returning job application formsDiscuss influencing factors during job interviewsRelate how to apply for registration including overseas registrationCompile a personal curriculum vitaeParticipate in role play of a job interview
<i>Duty Rosters</i>	<ul style="list-style-type: none">Discuss factors to be considered when planning duty rostersDescribe the possible implications resulting from poor planning in this areaPlan duty rosters for a week
<i>Organisational Dynamics</i>	<ul style="list-style-type: none">Discuss skills necessary for facilitating and managing changeDiscuss burn outDiscuss power and authority as concepts and their use and abuseDiscuss the causes and management of conflictParticipate in assertive skills training

ALLIED TOPICS

It is of the utmost importance that the nurse should adhere to the code of Professional Conduct and its ethical implications as laid down by An Bord Altranais. Her role as a member of the nursing profession, in the field of mental handicap, should include such knowledge in the areas of legislation, social and health administration, management, study skills and research as will enable her to:

- Acknowledge and uphold the general and special rights of persons with a mental handicap
- Participate in the delivery of a quality service to those people in her care.

Theory : 2 weeks

Sub-Section: NURSING AND THE CONTEMPORARY HEALTH CARE SYSTEM

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Historical Development of Nursing</i>	Trace the significant factors from an historical perspective in relation to all disciplines of nursing up to the present day
<i>Nursing as a Profession</i>	Describe the components of a profession and apply these to nursing
<i>Role of the Nurse</i>	Outline the role and function of the nurse from a broad perspective within the speciality of mental handicap
<i>Standards</i>	Discuss standards of nursing practice
<i>Code of Professional Conduct</i>	Analyse the "Code of Professional Conduct"
<i>Statutory Control in Nursing</i>	Outline the principal components of the Nurses Act 1985 Describe the structure and functions of An Bord Altranais Describe the implications of "Fitness to Practise" and discuss the function of the Fitness to Practise Committee
<i>Continuing Education</i>	Discuss the importance of ongoing education in relation to professional development
<i>Liberal Studies</i>	Discuss the concept and value of liberal studies
<i>Primary Health Care/Nursing</i>	Define health Discuss Primary Health Care as different from Secondary and Tertiary Health Care Differentiate between Primary Health Care and Primary Health Nursing Demonstrate an ability to incorporate the concept of Primary Health Care into the Activities of Daily Living

Sub-Section: NURSING CONCEPTS AND SYSTEMS

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Concepts in Nursing</i>	Define a Conceptual Approach/Nursing Process/Nursing Models/Nursing Theories and outline their relevance to mental handicap
<i>Holistic Approach</i>	Describe "Holistic Care" and the importance of this approach in nursing
<i>Systems Delivery of Health Care</i>	Discuss the Systems Delivery of Health Care
<i>Teaching Skills</i>	Discuss why teaching is a major nursing responsibility in all settings Differentiate between the following: teaching, learning and education Discuss guidelines and fundamentals of teaching Outline basic teaching techniques
<i>Audio-Visual Aids</i>	Discuss various audio-visual aids used in teaching and evaluate their use

Sub-Section: ETHICS

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Foundation of Ethics</i>	Define and discuss Ethics
<i>International and National Code for Nurses</i>	Outline the expected behaviour of a nurse in relation to International and National Code
<i>Syllabus of Professional Ethics for Student Nurses (An Bord Altranais, 1985)</i>	Examine moral principles as they apply to nursing, based on the following: <ul style="list-style-type: none"> Human and Personal Issues <ul style="list-style-type: none"> - Human Rights - Integrity and dignity of the human person - Privacy (emotional and physical) - Rights of the individual and of the Institution (Hospital) - Values and beliefs of the Individual - Right to information - Informed Consent - Autonomy (Patient control) Professional Issues <ul style="list-style-type: none"> - Professional Relationships - Valuing others - Confidentiality - Responsibility and accountability - Conscientious objection/Informed conscience - Truth - Research - Use of Power Medical Related Issues <ul style="list-style-type: none"> - Prolongation of life - Resuscitation - Euthanasia - Abortion - Organ transplantation - Sterilisation and Contraception
<i>Resolution of Ethical Issues</i>	Discuss the process for the resolution of ethical dilemmas
<i>Values</i>	Distinguish between an ethical, moral and legal value Examine the concept of conflict of values between nurse, client and society Discuss the formation, modification and reinforcement of values on a life continuum Describe the four traditional modes of value transmission: <ul style="list-style-type: none"> - modelling - moralising - laissez-faire - responsible choice Discuss the process of value clarification Discuss the two primary areas of self value and equal worth
<i>Ethics Committee</i>	Describe the role and function of the ethics committee

Sub-Section: STUDY SKILLS AND RESEARCH AND STATISTICS

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Study Skills</i>	Discuss methods for effective use of study time Discuss notemaking Demonstrate the ability to effectively utilise library facilities
<i>Research</i>	Define research Describe the components of research methodology Discuss the importance of research Demonstrate an ability to carry out a research project
<i>Statistics</i>	Explain epidemiology Explain terms in relation to statistics – standard deviation, mean deviation, pie and bar charts, graphs, prevalence, morbidity rates, mortality rates, incidence, demographic trends

Sub-Section: SOCIAL AND HEALTH ADMINISTRATION

TOPIC

THAT THE STUDENT WILL BE ABLE TO

Describe the role and functions of the following government departments with reference to people with a mental handicap:

- Health
- Education
- Labour
- Social Welfare
- Justice
- Environment

Sub-Section: LEGISLATION

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Human Rights</i>	Discuss the Universal Declaration of Human Rights Discuss the general and specific rights of people with a mental handicap Discuss the document The Rights of the Child
<i>Ward of Court</i>	Outline what is meant by "Ward of Court" and its relevance to persons with a mental handicap
<i>Current Legislation</i>	Discuss the relevant aspects of current legislation which may have positive or negative implications for persons with mental handicap, including the following: <ul style="list-style-type: none">- Tort- Marriage- Wills- Voting rights- Giving evidence- Rights of representation

Sub-Section: SOCIOLOGY

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Sociology as a Science</i>	Outline the nature and concept of sociology as a science Discuss the relevance of sociology to nursing with historical examples from the development of social theory
<i>Perception and Mass Media</i>	Discuss the concept of mental handicap as perceived by society and the role of the mass media
<i>Class Structure</i>	Discuss the implications for society of the class structure in Ireland Outline theories of class structure and social stratification Discuss the relevance of social inequality for persons with a mental handicap and the implications for service planning
<i>Family</i>	Discuss the changing perception of the family as a unit and the ensuing consequences

Sub-Section: MODELS OF LIVING

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Models of Living</i>	Discuss the various models of living for people with a mental handicap
<i>Living Areas</i>	<p>Discuss the various forms of residential care</p> <p>Discuss the support systems necessary for various models of living</p> <p>Analyse the role of the R.M.H.N. within the various models of living</p> <p>Assess, plan, implement and evaluate a programme for an individual with a mental handicap who is transferring from one model of care to an alternative one</p> <p>Discuss ways in which integration can be achieved</p> <p>Discuss the meaning of institutionalisation and describe its effects on:</p> <ul style="list-style-type: none"> - Client - Staff
<i>Normalisation</i>	<p>Analyse the theory of normalisation</p> <p>Discuss methods of recognising, accepting and promoting the rights of the individual to independence and freedom of choice, on a continuing basis</p> <p>Apply the normalisation principle to all activities of daily living</p>
<i>Advocacy</i>	<p>Define the four main types of advocacy</p> <p>Analyse the concept of advocacy for people with a mental handicap</p> <p>Describe the skills necessary to act as an advocate</p>

Sub-Section: PASTORAL CARE

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Spirituality</i>	<p>Discuss the concept of spirituality in everyday living</p> <p>Describe ways that spirituality can be fostered and nurtured in our society, paying particular attention to persons with a mental handicap</p> <p>Respect and provide for individual beliefs and practices</p> <p>Discuss the relationship of spiritual well being to physiological and psychological health</p>
<i>Loss and Grief</i>	<p>Identify the nurse's role in assisting clients with emotional, psychological problems relating to loss and grief</p> <p>Discuss two theories in relation to grieving</p> <p>Discuss interventions for grieving clients which promote a return to normal activities</p>
<i>Bereavement</i>	<p>Assess the effects of bereavement on the person, family and members of staff</p> <p>Recognise the need for and describe ways of giving support to bereaved family and friends</p> <p>Recognise the need for and provide privacy for family and friends if and when preferred</p>
<i>Death and Dying</i>	<p>Explain the stages of the dying process</p> <p>Administer appropriate intervention and nursing care to the dying person in the:</p> <ul style="list-style-type: none"> - Promotion of comfort - Maintenance of independence - Conservation of energy - Prevention of isolation and loneliness - Treatment of pain - Assessment of bodily functions - Maintenance of dignity - Provision of spiritual care and last rites
<i>The Last Offices</i>	<p>Explain the procedure involved in undertaking the last offices for the dead</p>
<i>Post Mortem</i>	<p>Explain the reasons why a post mortem may be carried out</p> <p>Explain the legal requirements for a post mortem</p>

Sub-Section: PHYSICAL EDUCATION

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Physical Education</i>	Describe the relationship between sport, physical education and recreation and discuss the content, structure and general aims of each area Explain the educational implications of the term physical education Explain the underlying aims of motor activities programmes and discuss their relevance for the person with severe and profound mental handicap
<i>Group Work</i>	Discuss the importance of an understanding of group dynamics and class organisation in physical education in relation to <ul style="list-style-type: none"> - Children - Adults
<i>Safety Precautions</i>	Describe the safety precautions necessary to provide a secure working environment balanced against the need to pose physical/psychological changes in physical education
<i>Sherbourne</i>	Discuss the relevance of Sherbourne Programmes for people with challenging behaviour Describe how body awareness contact and communication can be used in conjunction with or in place of Sherbourne Movements
<i>Music and Movement</i>	Discuss the value of music and movement to music as a method of communication Define the term health related physical fitness Plan and implement such programmes to promote good health taking cognizance of contra-indicated exercises highlighted in the literature
<i>Special Olympics</i>	Outline the philosophy and history of the Special Olympics Discuss how the Special Olympics programme may benefit the person with a mental handicap
<i>Acquatics</i>	Assess the value of aquatics programmes in contributing to the mobility, independence and self-determination of the person with a severe mental handicap and associated disabilities
<i>Skill Facilitation</i>	Describe activities which facilitate the acquisition of the following: <ul style="list-style-type: none"> - Gross Motor Skills - Fine Motor Skills - Balance - Co-ordination - Body Awareness - Cognitive Awareness - Language and Communication development - Emotional Development - Social Development
<i>Programme Design</i>	Assess, plan, implement and evaluate physical education programmes for people with varying degrees of mental handicap, including those with associated handicap

Sub-Section: CREATIVE, DIVERSIONAL, RECREATIONAL ACTIVITIES

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Importance of</i>	Recognise the importance of creative, diversional and recreational activities in the development of persons with a mental handicap
<i>Outdoor and Indoor Activities</i>	Assess, plan, implement and evaluate the effectiveness of creative, diversional and recreational activities in the following areas: e.g. <ul style="list-style-type: none">- Outdoor: Ball games, swimming adventure sports- Indoor: Music, drama, mime, dancing, puppetry, painting, craft work, bowling, card games, snooker, concerts, disco
<i>Club Activities</i>	Appreciate the importance of all club activities i.e. special clubs and integrative clubs Demonstrate an ability to initiate and implement the above activities in an age appropriate manner
<i>Safety and Legal Precautions</i>	Recognise the safety and legal precautions necessary in all creative, diversional and recreational activities

Sub-Section: SENSORY STIMULATION AND MULTIPLE HANDICAPS

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Multiple Handicap</i>	Describe the various conditions that would constitute a multiple handicap
<i>Senses</i>	List the senses and their functions Detect, recognise and discuss the manifestations of hearing, visual and language deficits Describe ways in which senses can be utilised to their optimum for a person with a mental handicap Communicate with appropriate resource persons and actively seek advice re: assessment, assistive devices and techniques

Sub-Section: MENTAL HANDICAP

TOPIC	THAT THE STUDENT WILL BE ABLE TO
<i>Definition</i>	Define mental handicap
<i>Classification</i>	Outline various ways of classifying mental handicap
<i>Mental Illness and Mental Handicap</i>	Differentiate between mental illness and mental handicap
<i>Terminology</i>	Discuss the use of terminology in relation to people with a mental handicap
<i>Statistics</i>	Outline the relevance of geographic variations and statistics to services for persons with a mental handicap
<i>Syndromes</i>	Describe the causation, incidence, manifestations, diagnosis, prevention and management of following syndromes: <ul style="list-style-type: none"> - Down's - Klinefelter's - Turner's - Cri-du-chat - Fragile X - Microcephaly - P.K.U. - Tuberous Sclerosis - Lesch-Nyhan - Retts - Hydrocephaly - Spina Bifida - Rubella - Cerebral Palsy - Cretinism
<i>History</i>	Describe the evolution of services for persons with a mental handicap
<i>Effects on the Family</i>	Examine the positive and negative effects of a person with a mental handicap on: <ul style="list-style-type: none"> - Parents - Siblings - Grandparents - Aunts - Uncles <p>Analyse ways of helping the person with a mental handicap and other family members to overcome their problems</p>
<i>Self Medication</i>	Discuss self medication.

NOTES



