

The Module Homepage makes it very easy to navigate all the learning material as well as link to calendar events, emails and discussion topics

The screenshot shows a web browser window displaying the Blackboard Learning System interface. The browser title is "Blackboard Learning System - Windows Internet Explorer provided by University of Stirling". The address bar shows the URL "http://webct.stir.ac.uk/webct/cobaltMainFrame.dowebct". The page header includes the University of Stirling logo and the text "WebCT...". The course title is "NUR219 - Understanding Attention Deficit and Hyperactivity Disorder (Spring 2010)".

The interface is divided into several sections:

- Course Tools:** A sidebar on the left contains links for Course Content, Announcements, Assignments, Calendar, Chat, Discussions, Learning Modules (H), Mail, and Web Links (H). Below these are Instructor Tools: Manage Course, Assignment Dropbox, Grade Book, Grading Forms, Group Manager, Tracking, and Selective Release.
- Course Content:** The main area displays "Your location: Home Page" and a central graphic with the University of Stirling logo and the title "Attention Deficit Hyperactivity Disorder". The graphic features a family photo and a central navigation menu with the following items: Introduction, What is ADHD?, Coexisting Conditions, Assessment and Diagnosis, Interventions, and Wider Aspects.
- Navigation and Tools:** On the right side of the central graphic, there are icons for Announcements, Calendar, Chat, Discussions, and Mail.
- Assignment and Resources:** Below the central graphic, there are three sections: "Assignment" (with a folder icon) stating "Details of the NUR219 assignment appear in this folder.", "Resources" (with a folder icon) stating "Within this folder you will find resources to help you with your studies on NUR219.", and "Turnitin" (with a Turnitin logo) stating "Submit a draft of your assignment to the TurnitinUK plagiarism education and detection service."
- Footer:** At the bottom, there is a copyright notice: "© University of Stirling 2010".

The browser's taskbar at the bottom shows the Windows Start button, several open applications (Microsoft Office, Internet Explorer, Outlook Help, File Explorer, RYoung_ADH..., Microsoft Pow...), and the system tray with the date and time (15:36).



Your location: [Home Page](#) > [Introduction](#) > [About the Course](#)



Attention Deficit Hyperactivity Disorder



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Introduction

About the Course

Historically, children and young people who were thought to have Attention Deficit Hyperactivity Disorder (ADHD) were assessed and treated by either psychiatrists or paediatricians. As time has gone by, the more we understand the nature of ADHD and its complexities, the more we are appreciating that assisting those affected by the disorder cannot be the sole remit of any single doctor or agency.

The term 'multiagency approach' is frequently muted as the recommended care pathway for those affected by ADHD. Whilst this is the preferred approach, many of those directly involved in the day to day care of those affected have no formal training in the disorder. Nurses, for example, are taking on more advanced roles in most health care settings and this is no different in the field of ADHD.

However, as nurses become more autonomous in their care of the ADHD patient, the vast majority are not able to access appropriate training that is commensurate with their CPD needs.

Teachers are another vast body of professionals who, out with the child's contact with their own family, spend the most time with ADHD children. From the many teachers I have spoken to across the UK it is patently obvious that not only do they not receive any lectures during their formal training to become a teacher, they do not receive any training on the topic after qualifying, yet are expected to deliver first class teaching to their pupils.

There are numerous other professionals and agencies that will come into contact with ADHD affected children and young people on a day to day basis, yet have no real understanding of the disorder. These professionals and agencies will include psychiatrists, paediatricians, occupational therapists, speech and language therapists, social workers, police and voluntary sector.

The aim of this module is not to train nurses how to nurse nor train teachers how to teach. This module will equip those working alongside ADHD affected children and young people with a sound knowledge of the subject matter that will help facilitate the job they were trained to do. There is also recognition in this module that ADHD is for most, a life-long condition and raising awareness and understanding of adult ADHD is crucial because these adults with the disorder are often the parents of children with ADHD. If we improve the assessment and treatment outcomes for adults with ADHD then we will do the same for their children.

Structure of Course

- Unit 1 - Introduction
- Unit 2 - What is ADHD?
- Unit 3 - Coexisting Conditions
- Unit 4 - Assessment and Diagnosis
- Unit 5 - Interventions
- Unit 6 - Wider Aspects

Within each learning unit there is a wealth of literature and information, including video content which is made available to support the students

Blackboard Learning System - Windows Internet Explorer provided by University of Stirling

File Edit View Favorites Tools Help

Back Search Favorites

Address <http://webct.stir.ac.uk/webct/cobaltMainFrame.dowebct>

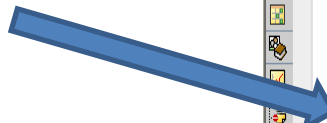
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Build Teach Student View

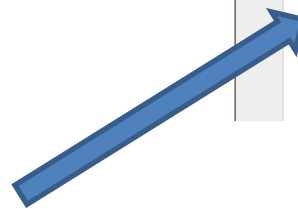
Table of Contents for
What is ADHD?

- [1 What is ADHD? - Introduction](#)
- [2 History of ADHD - Attention Deficit Hyperactivity Disorder](#)
- [3 Signs and Symptoms of ADHD](#)
- [4 Hyperactivity and Impulsivity](#)
- [5 Inattention](#)
- [6 Executive Function](#)
- [7 Causes](#)
- [8 Myths and Facts about ADHD](#)

Links to on-line resources



Links to on-line ADHD assessment material



High quality and full-length video material

- A full and comprehensive developmental history which should attempt to illicit any other difficulties in the areas of speech and language and motor coordination and also developmental delay
- Family make-up, dynamics, relationships and function
- The child's medical history
- Family history of mental illness, including ADHD
- Other possible mental health issues with the child
- Social interaction and peer relationships
- Education History

It can be useful to send out to the family a questionnaire that could allow them write down all there answers to the above queries, like the one used by [ADHD Direct](#) . This instrument gives the family an opportunity to provide the information in the comfort of their own home where they have access to records that might be needed to help them answer the questions. It can also save on clinical time. .

Some other assessment tools that can be used to assess for ADHD:

Test of Variables of Attention (TOVA)	Brown ADD Rating Scale	CANTAB Cambridge Cognition	Conners Continuous Performance Test
Test of Everyday Attention in Children (TEAch)	Integrated Visual and Auditory Continuous Performance Test (IVA + PLUS)	The Gordon Diagnostic System (GDS)	

[Diagnosing Childhood ADHD](#)

End of Unit Activity

Regular On-Line Support available as well as open access to discussion forums with fellow students

The screenshot shows a web browser window with the following elements:

- Browser Title Bar:** Blackboard Learning System - Windows Internet Explorer provided by University of Stirling
- Browser Menu:** File, Edit, View, Favorites, Tools, Help
- Browser Address Bar:** http://webct.stir.ac.uk/webct/cobaltMainFrame.dowebct
- Page Header:** UNIVERSITY OF STIRLING WebCT... My WebCT
- Page Navigation:** Build, Teach, Student View
- Page Title:** NUR219 - Understanding Attention Deficit and Hyperactivity D
- Content Area:**
 - Your location: Discussions
 - Discussions
 - Buttons: Create Topic, Create Category
 - Summary: All Topics (91 Messages) | All My Posts (16 Messages)
 - Topic List:
 - Default Topic (0 Messages)
 - Welcome (32 Messages)
 - Coexisting Conditions (0 Messages)
I've started sectioned discussion areas so that you can exchange contributions in a structured manner
 - Assessment and Diagnosis (6 Messages)
As before a dedicated area
 - Interventions (0 Messages)
 - Wider Aspects (7 Messages)
 - Assessment Queries (46 Messages)
I thought if you had any specific questions about the assessment you could put them in this section.
 - Buttons: Delete

Blackboard Learning System - Windows Internet Explorer provided by University of Stirling

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Print Mail

Address http://webct.stir.ac.uk/webct/cobaltMainFrame.dowe

UNIVERSITY OF STIRLING WebCT

Build Teach Student View NUR219 - Understanding Attention Deficit and Hy

Your location: Home Page > Assignment

[NUR219 Assignment Details \(PDF file, 115KB\)](#) [Assignment Guidance](#)

Mark sheet and marking guiden

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Back Forward Stop Home Search Favorites Refresh Print Mail

Address http://webct.stir.ac.uk/webct/cobaltMainFrame.dowe

UNIVERSITY OF STIRLING WebCT

Build Teach Student View NUR219 - Understanding Attention Deficit and Hyperactivity Disorder

Your location: Home Page > Assignment > NUR219 Assignment Details (PDF file, 115KB)

Save a Copy Print Search Select 148%

NUR219: UNDERSTANDING ATTENTION DEFICIT AND HYPERACTIVITY DISORDER

ASSESSMENT: 5000 WORD ASSIGNMENT

SUBMISSION DATE: MAY 11TH 2010

SCQF LEVEL 9

The objectives of this module is to enable the student should be able to achieve:

- A broad understanding of ADHD.
- An understanding of the co-existing problems that make ADHD a complex condition to manage
- An understanding of the assessment and diagnostic process as it is applied to people with ADHD
- An understanding of the treatment approaches adopted in supporting an individual with ADHD
- An understanding of the wider aspects of ADHD and how the condition impacts of the health,

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Full instructions on module assignment

Assignments are easily submitted on-line

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The main content area is titled "NUR 219 Assignment" and "inbox". It features a "submit paper" button and several utility buttons: "Roster Sync", "GradeMark Report", "all papers", "marked papers", "viewed papers", and "new papers". Below these are buttons for "delete", "download", "move to...", and "export".

A table displays the submission data:

<input type="checkbox"/>	author	title	report	grade	grademark	file	paper ID	date
<input type="checkbox"/>		All About Attention Deficit Hyperactivit...	view detail	28%	--		6631486	03-05-10
		-- no submission --		--	--		--	--
		-- no submission --		--	--		--	--
		-- no submission --		--	--		--	--
		-- no submission --		--	--		--	--
		-- no submission --		--	--		--	--
		-- no submission --		--	--		--	--
		-- no submission --		--	--		--	--

The sidebar contains a "turnitinUK" widget with links for "assignment inbox", "edit assignment", "libraries", "class stats", and "preferences". Below it is a "WriteCycle Academy" widget with a close button and introductory text. At the bottom of the sidebar is an "About this page" widget.

The Windows taskbar at the bottom shows the start button, several open applications (Microsoft Office, Internet Explorer, Outlook Help), and the system clock showing 16:11 on 03-05-10.