# Supporting students with individual requirements and reasonable adjustments in practice

NHS Greater Glasgow and Clyde

# MS Teams Meeting Tools and Etiquette

1. **Participants** list
2. Open/close **chat** comments
3. Emoticons, including **raise your hand**
4. Access more **in-meeting options**
5. Turn **camera** on/off
6. **Mute and unmute** your audio
7. **Share** your screen
8. **Leave** the meeting

**Set microphones to mute** when not speaking. **Cameras on** where possible.

**Use hand icon** to indicate you would like to speak

Use the **chat box** to add questions or thoughts

**Smile and nod** to let the facilitators and your peers know you are listening.

# Aim of the session

- To  provide practical/peer support in your roles of PS/PA in supporting students, specifically when supporting students individual requirements and reasonable adjustments

# Learning outcomes

- What dyslexia is
- A range of characteristics associated with dyslexia
- Professional and legal obligations
- How to support students with dyslexia

# What is Dyslexia?

Dyslexia is a specific learning difficulty which primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is about information processing.

People with Dyslexia may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills.

Dyslexia can also impact on other areas such as organisational skills.

►**Above is not a finite list to describe Dyslexia**

# Recognising the signs

A person with dsylexia may:

- Be embarrassed to read aloud
- Make a lot of spelling mistakes
- Become much less confident when confronted with new tasks
- Be good at solving problems but struggle to write reports
- Need spoken instructions to be repeated
- Excel at practical work but take longer to complete notes

# Recognising the signs contd..

The person with dyslexia may:

- Struggle to organise their schedule
- Have difficulty remembering the names of people and things

# Positive influences of Dyslexia

Good problem solving skills

Able to see the bigger picture - holistic approach

Effective interpersonal skills

Well-developed verbal ability

Creative thinkers

Good visual – spatial skills

Strengths in other areas too

# Disclose /or not Disclose

# Professional and legal obligations

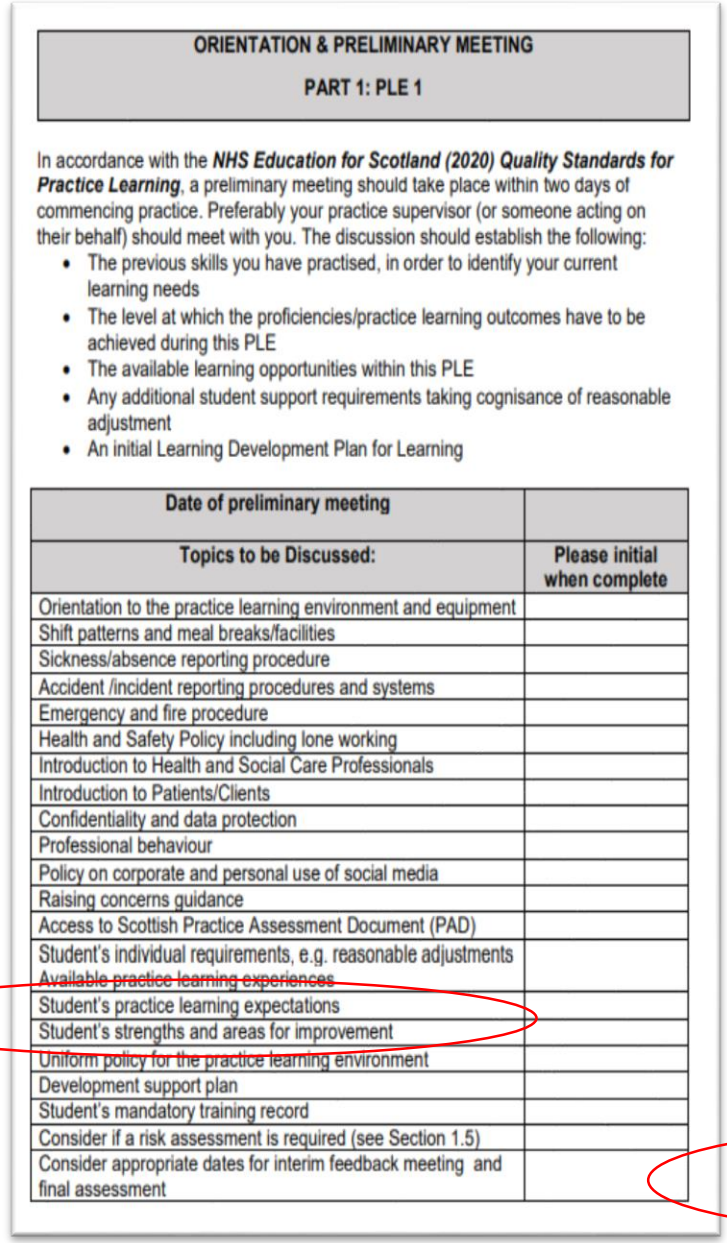
Under the Equality act 2010

Reasonable adjustments

# Scenario

- Orla is a first year student nurse,  this is Orla's first placement.
- Orla  wants to gain  experience and skills in assessing patients needs and planning care whilst on this placement.

- Orientation and Preliminary meeting **MUST** take place within 48 hours of starting PLE. (PS or PA)
- Discussion and documentation of the student's learning development plan. (PS or PA)
- Identification of interim and final assessment dates.



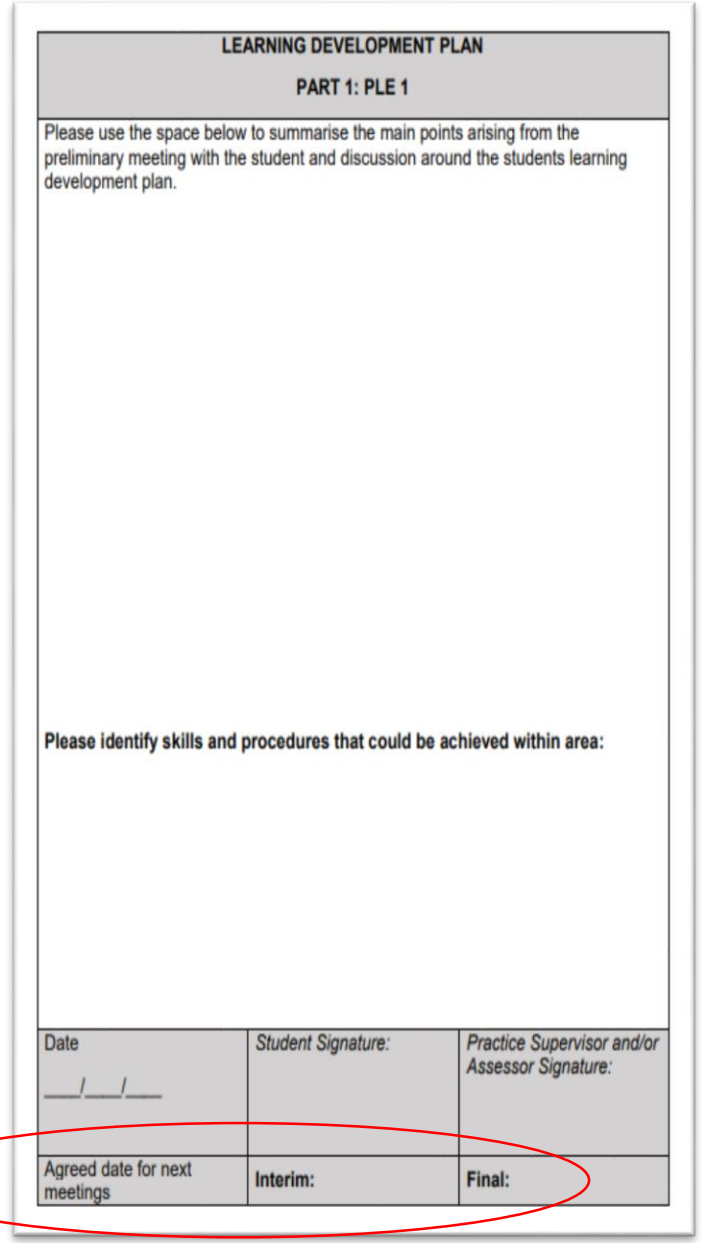
**ORIENTATION & PRELIMINARY MEETING**

**PART 1: PLE 1**

In accordance with the ***NHS Education for Scotland (2020) Quality Standards for Practice Learning***, a preliminary meeting should take place within two days of commencing practice. Preferably your practice supervisor (or someone acting on their behalf) should meet with you. The discussion should establish the following:

- The previous skills you have practised, in order to identify your current learning needs
- The level at which the proficiencies/practice learning outcomes have to be achieved during this PLE
- The available learning opportunities within this PLE
- Any additional student support requirements taking cognisance of reasonable adjustment
- An initial Learning Development Plan for Learning

| **Date of preliminary meeting** | |
|---|---|
| **Topics to be Discussed:** | **Please initial when complete** |
| Orientation to the practice learning environment and equipment | |
| Shift patterns and meal breaks/facilities | |
| Sickness/absence reporting procedure | |
| Accident /incident reporting procedures and systems | |
| Emergency and fire procedure | |
| Health and Safety Policy including lone working | |
| Introduction to Health and Social Care Professionals | |
| Introduction to Patients/Clients | |
| Confidentiality and data protection | |
| Professional behaviour | |
| Policy on corporate and personal use of social media | |
| Raising concerns guidance | |
| Access to Scottish Practice Assessment Document (PAD) | |
| Student's individual requirements, e.g. reasonable adjustments Available practice learning experiences | |
| Student's practice learning expectations | |
| Student's strengths and areas for improvement | |
| Uniform policy for the practice learning environment | |
| Development support plan | |
| Student's mandatory training record | |
| Consider if a risk assessment is required (see Section 1.5) | |
| Consider appropriate dates for interim feedback meeting and final assessment | |



**LEARNING DEVELOPMENT PLAN**

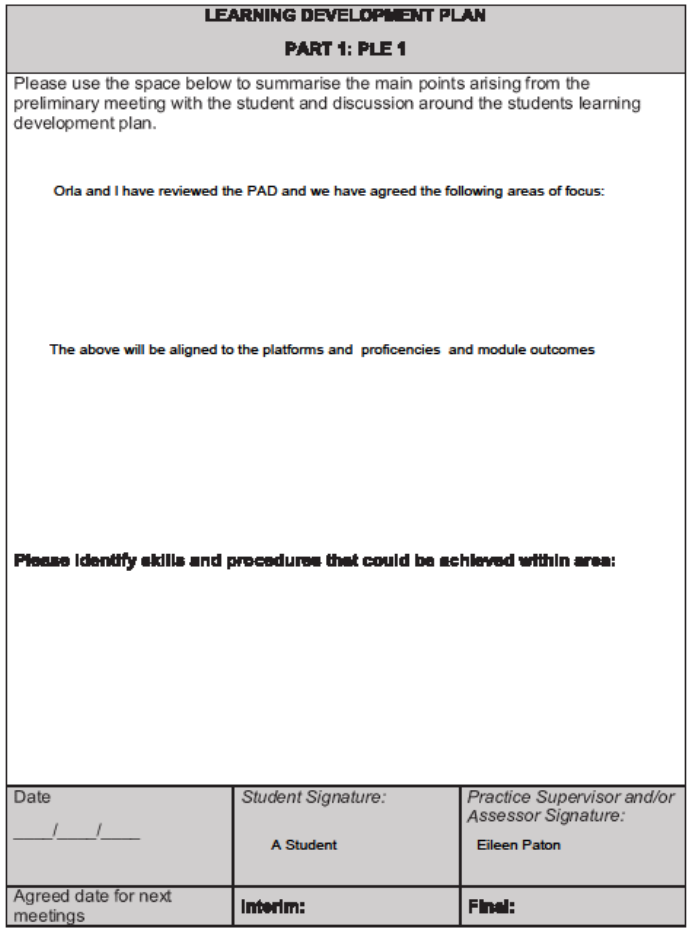
**PART 1: PLE 1**

Please use the space below to summarise the main points arising from the preliminary meeting with the student and discussion around the students learning development plan.

**Please identify skills and procedures that could be achieved within area:**

| Date ___/___/___ | *Student Signature:* | *Practice Supervisor and/or Assessor Signature:* |
|---|---|---|
| Agreed date for next meetings | **Interim:** | **Final:** |

# Learning and Development Plan



**LEARNING DEVELOPMENT PLAN**

**PART 1: PLE 1**

Please use the space below to summarise the main points arising from the preliminary meeting with the student and discussion around the students learning development plan.

Orla and I have reviewed the PAD and we have agreed the following areas of focus:

The above will be aligned to the platforms and proficencies and module outcomes

**Please identify skills and procedures that could be achieved within area:**

| Date ___/___/___ | *Student Signature:* A Student | *Practice Supervisor and/or Assessor Signature:* Eileen Paton |
|---|---|---|
| Agreed date for next meetings | **Interim:** | **Final:** |

- Review common conditions
- Review terminology
- Orla to engage in patient care
- Assessment, planning, and evaluation of patient care, encompassing observations and record keeping
- Review and complete clinical documentation

JUST OVER ONE WEEK INTO PLACEMENT, YOU HAVE OBSERVED AND ALSO RECEIVED FEEDBACK FROM PRACTICE SUPERVISORS THAT ORLA'S DOCUMENTATION IS POOR/OMISSION OF DETAILS AND OFTEN AVOIDS ENGAGING WITH THIS.

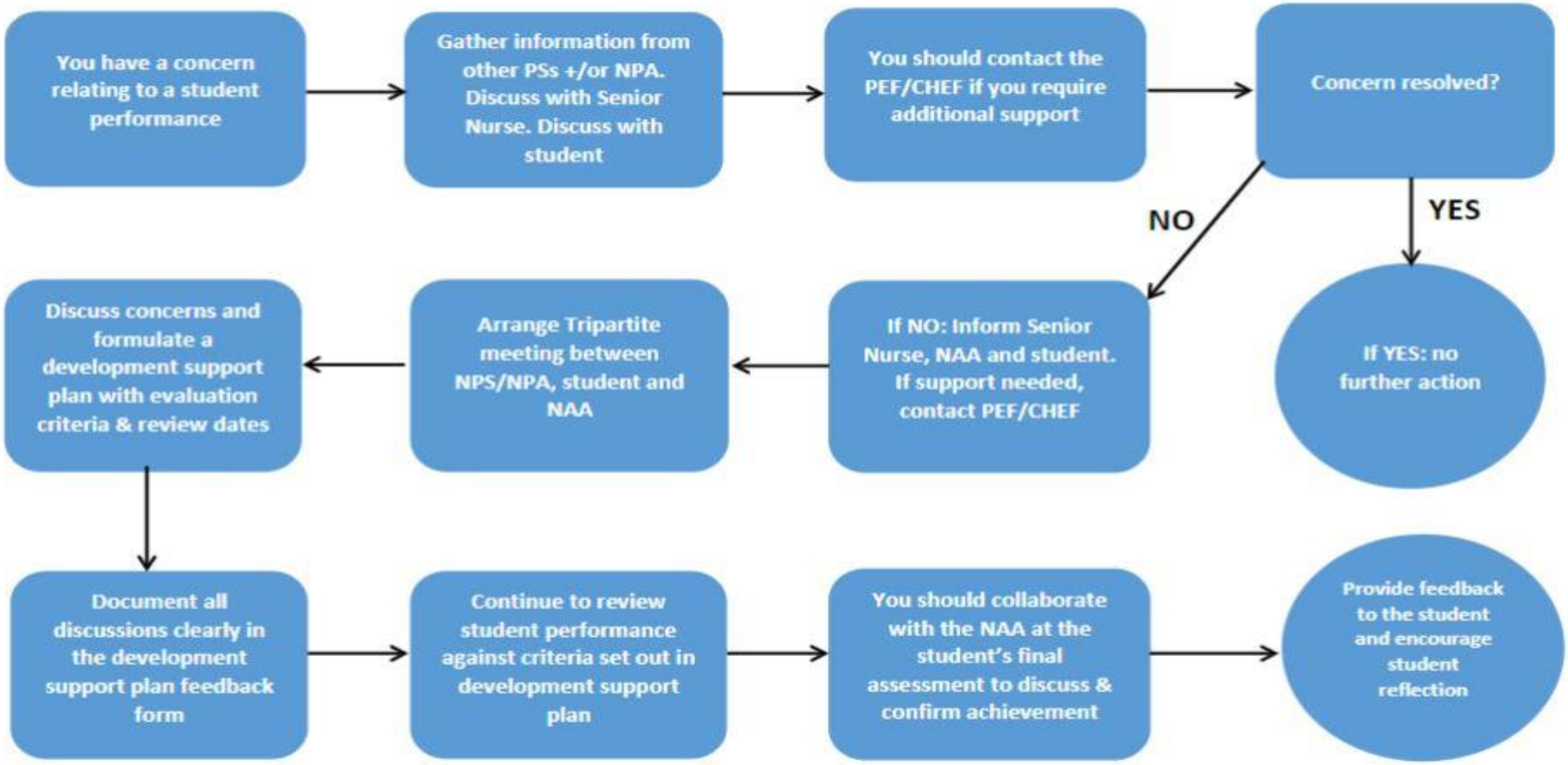
OVERALL SEEMS DISORGANISED, SLOW TO COMPLETE TASKS

# Interim activity

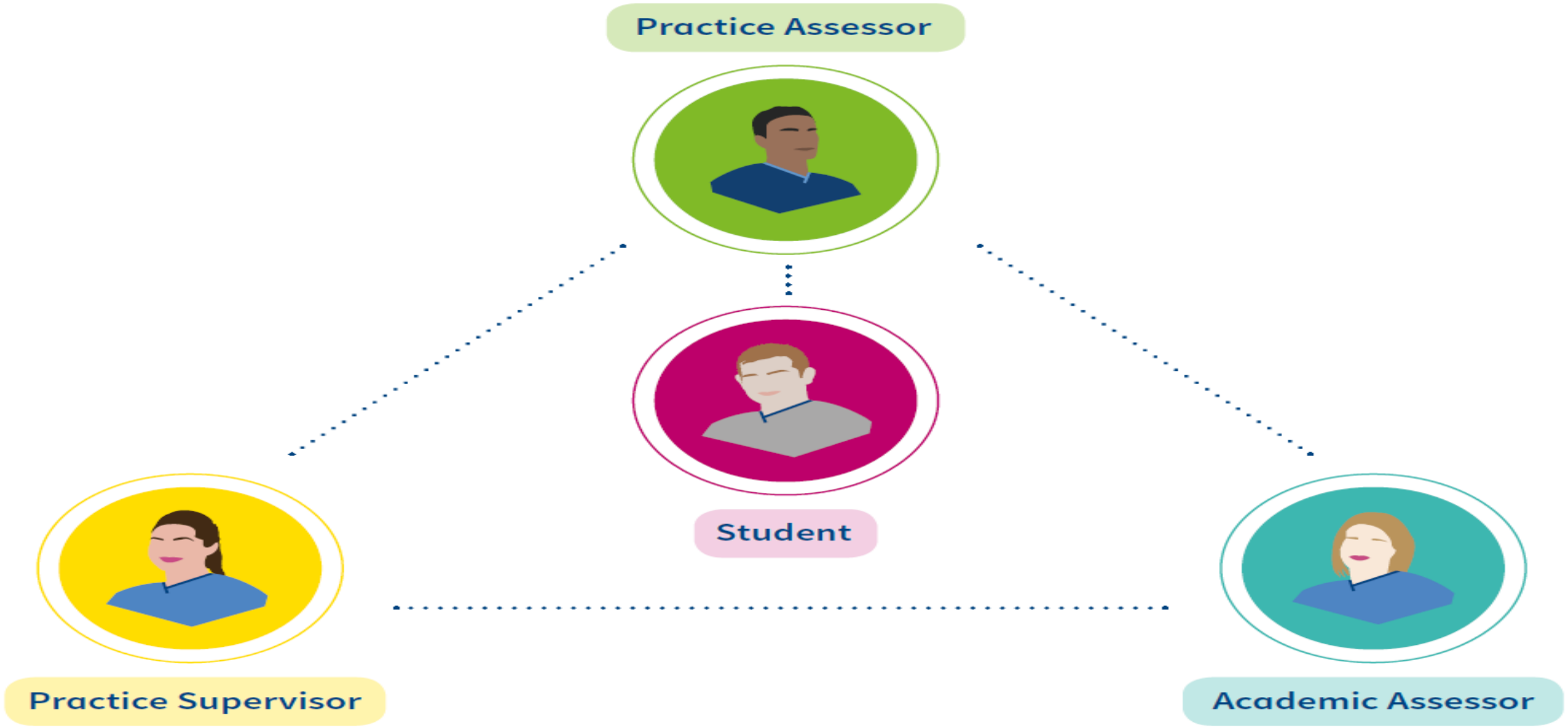
https://vimeo.com/710748269/900a162e16

# What are your thoughts?

# Practice Learning Support Protocol: Nominated PS/PA Flowchart



# Tripartite Meeting



# Placement Planning Record (PPR)

The purpose of this placement needs assessment is to consider any potential reasonable adjustments might be required while a student is on placement. It is the starting point for discussion with the stud Disability Adviser and Academic Disability Co-ordinator to identify any concerns or issues that may arise f the impact of their condition while on placement. This will offer the opportunity to explore the type reasonable adjustments that can be provided while on placement. The PPR is context specific in th addresses the needs of a single placement setting so it is anticipated that the process would be applic for each placement.

Any reasonable adjustments recommended in this document will generally be determined consultation/agreement with the Placement Co-ordinator and the Placement Educator during pre-placem meeting.

Student Name: Student ID:
Programme of Study:
Specific disability information:
Name/location of Placement:

## Areas of possible impact of condition on placement and recommendations

Travel/transport to placement

| Discussed: |
| --- |
| |

## Areas of possible impact of condition on placement and recommendations

Travel/transport to placement

Discussed:

Outcome:

Transition support (e.g. pre-placement visits)

Discussed:

Outcome:

Placement Environment (s)

Discussed:

Outcome:



## Supervision/mentoring arrangements

Discussed:

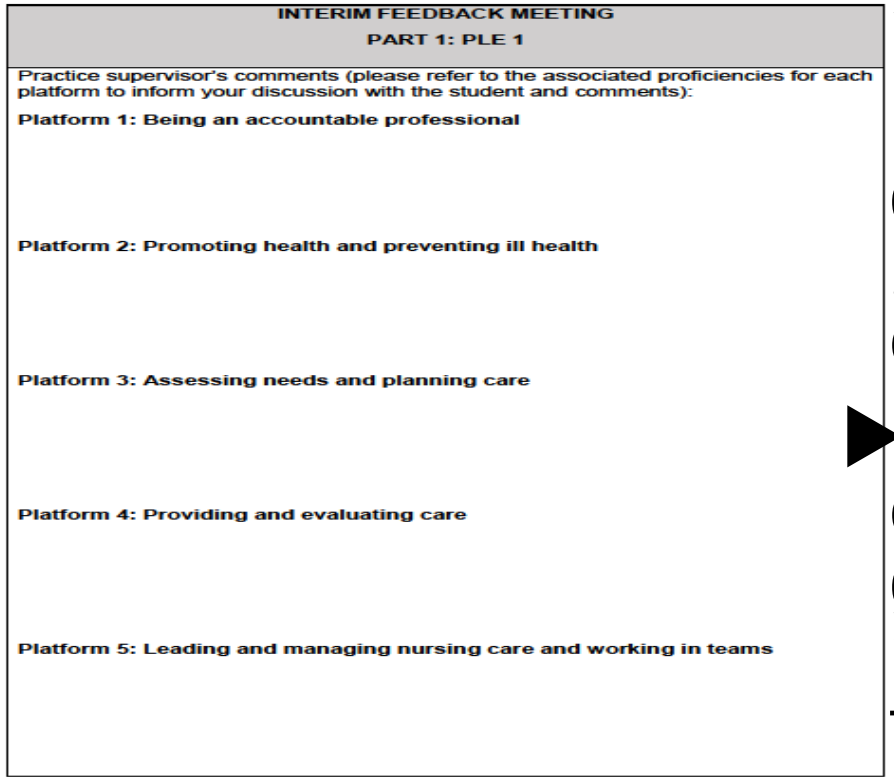
Outcome:

## Feedback arrangements

Discussed:

# What is your role, what can we do to help - reasonable adjustment?

# Interim feedback meeting



**INTERIM FEEDBACK MEETING**

**PART 1: PLE 1**

Practice supervisor's comments (please refer to the associated proficiencies for each platform to inform your discussion with the student and comments):

**Platform 1: Being an accountable professional**

**Platform 2: Promoting health and preventing ill health**

**Platform 3: Assessing needs and planning care**

**Platform 4: Providing and evaluating care**

**Platform 5: Leading and managing nursing care and working in teams**

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- **Platform 1**:Orla is demonstrating professional behaviour and appearance, good time keeping, however record keeping is inaccurate at times and there is omission of details on clinical documentation  i.e. News chart, fluid balance. This is an area where we will continue to work on.
- **Platform 3:** Orla is engaging is patient care and carries out personal care to a good standard, however as above needs to develop organisational skills further. Again this is area we will continue to work on.

| Development Need Identified: | | | | | |
|---|---|---|---|---|---|
| **Specific areas to be addressed** | **Related Platforms** | **Part** | **Learning Resources/actions** | **Evidence of achievement** | **Achievement/ Review date** |
| Reading and recording information e.g., News Chart, fluid balance | 1 (1.11)<br>3<br>(3.11,3.12) | 1 | *Review the Code*<br>*Review PAD (platforms +proficiencies)*<br>*Review clinical documents*<br>*Practicing using news chart/fluid balance chart*<br>*PS/PA support/guidance* | When the student can demonstrate understanding of the code and can complete documentation accurately and understands rationale for documenting findings | 1 week |
| Organisation and time management | 4 (4.1)<br>5 (5.1, 5.2) | 1 | Review Pad (platforms + proficiencies)<br>Discuss team working<br>PS/PA goes over the ward routine, engage in person centred care encompassing when the observations.<br>• Assignment of workload – 2 patients and engage doing observation's /completing fluid balance charts<br>• Reporting findings | When the student can demonstrate manging a group of patients, prioritising care, and working effectively within the team. | 1 week |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Reasonable Adjustments:**<br>• *PS/PA to provide guidance, feedback and check documentation.*<br>• Encourage the student to note priorities at the start of the shift<br>• Allow time for the student to organise their thoughts<br>• Write a list of tasks and then prioritise these. Tick these off as you complete<br>• *Allowing extra time to complete charts*<br>• *Quite space to write/practice charts*<br>• *Using a fatter pen*<br>• Use visual reminders/ checklists of tasks | | |

# Summary of process

**Initial discussion: Within first 48 hours**

Meet and orientate.

Discuss learning outcomes / learning plan .

**Any additional student support requirements taking cognisance of reasonable adjustment**

Set dates for mid-term and final assessment.

Student/PS/PA completes appropriate documentation.

| **Interim progress assessment: (Formative)** |
| --- |
| Review the student’s practice assessment documentation. |
| Discuss progress. |
| Review preliminary learning plan. |
| Consider further areas for development and learning needs. |
| Consider  any issues (individual needs identified)/RA) that may arise. |
| Consider contacting PEF/CHEF/AA – tripartite meeting |
| Consider use of development support plan timely review of |
| Documentation by PS/PA |

**Final progress report: (Summative) – completed by PA**

Review and feedback on performance, skills and procedures.

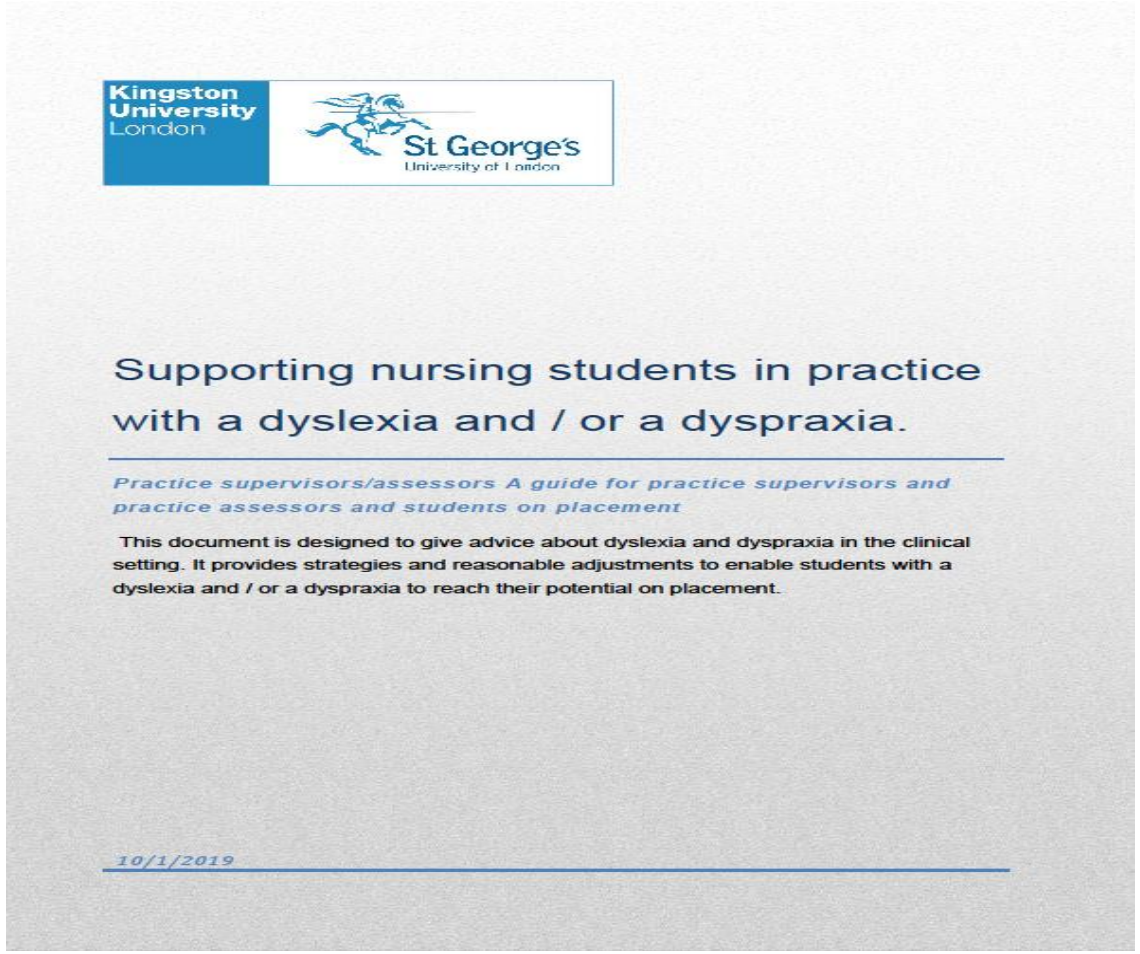
Identify aspects for future development.

Complete summative assessment documentation.

# Further Support/Information

- https://www.dyslexiascotland.org.uk/
- Techniques – The Health Literacy Place
- Dyslexia - British Dyslexia Association (bdadyslexia.org.uk)

# Supporting nursing students in practice with dyslexia and/or dyspraxia



# Any questions

# Evaluation

- Reasonable Adjustments Evaluation Form