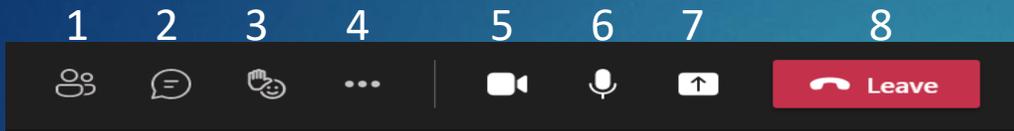


Supporting students with  
individual requirements and  
reasonable adjustments in  
practice

# 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 actually 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

- ▶ Embarrassed to read aloud
- ▶ Makes a lot of spelling mistakes
- ▶ Becomes much less confident when confronted with new tasks
- ▶ Good at solving problems but struggles to write reports
- ▶ Needs spoken instructions to be repeated
- ▶ Excellent at practical work but takes longer to complete notes

# Recognising the signs contd..

- ▶ Struggles to organise their schedule
- ▶ Has 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	
<p>In accordance with the <i>NHS Education for Scotland (2020) Quality Standards for Practice Learning</i>, 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:</p> <ul style="list-style-type: none"> <li>• The previous skills you have practised, in order to identify your current learning needs</li> <li>• The level at which the proficiencies/practice learning outcomes have to be achieved during this PLE</li> <li>• The available learning opportunities within this PLE</li> <li>• Any additional student support requirements taking cognisance of reasonable adjustment</li> <li>• An initial Learning Development Plan for Learning</li> </ul>	
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		
<p>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.</p>		
<p>Please identify skills and procedures that could be achieved within area:</p>		
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		
<p>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.</p> <p>Orla and I have reviewed the PAD and we have agreed the following areas of focus:</p> <p>The above will be aligned to the platforms and proficiencies and module outcomes</p> <p>Please identify skills and procedures that could be achieved within area:</p>		
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



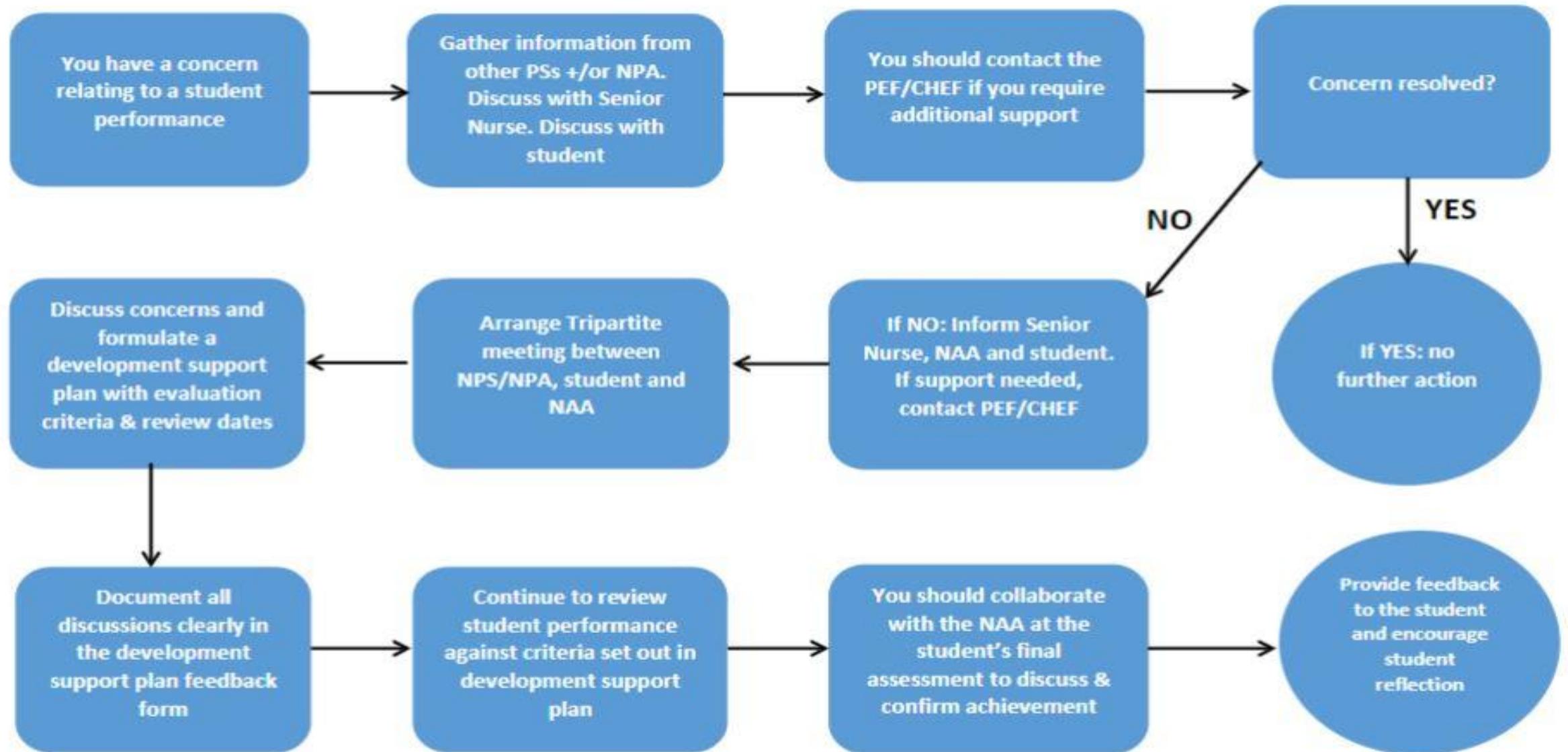
# Interim activity

- ▶ <https://vimeo.com/710748269/900a162e16>

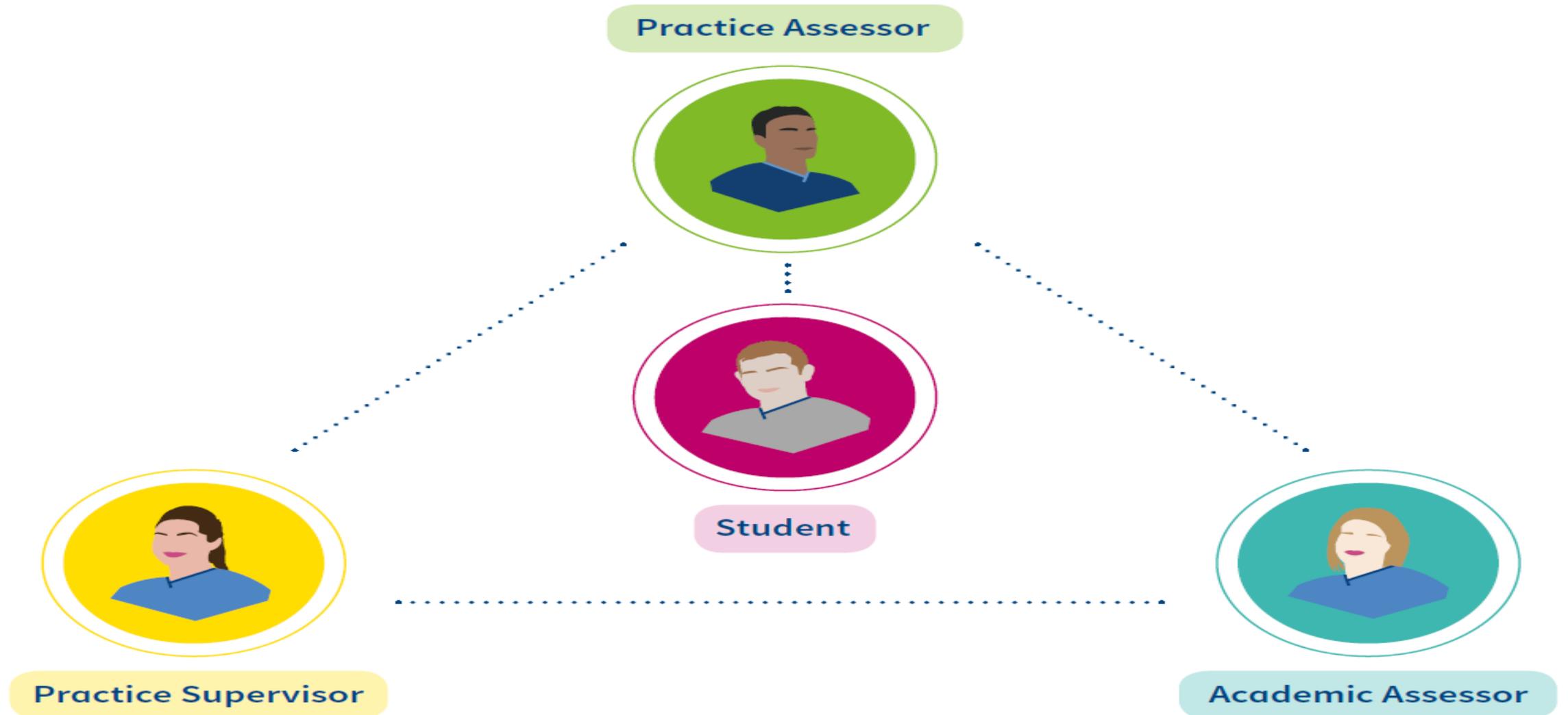
What are your thoughts?



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

Any reasonable adjustments recommended in this document will generally be determined after consultation/agreement with the Placement Co-ordinator and the Placement Educator during pre-placement 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 in patient care and carries out personal care to a good standard, however as above has been observed to be slow and disorganised. Again this is an 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) 3 (3.11,3.12)	1	<i>Review the Code</i> <i>Review PAD (platforms +proficiencies)</i> <i>Review clinical documents</i> <i>Practicing using news chart/fluid balance chart</i> <i>PS/PA support/guidance</i>	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) 5 (5.1, 5.2)	1	Review Pad (platforms + proficiencies) Discuss team working PS/PA goes over the ward routine, engage in person centred care encompassing when the observations. <ul style="list-style-type: none"> <li>• Assignment of workload - 2 patients and engage doing observation's /completing fluid balance charts</li> <li>• Reporting findings</li> </ul>	When the student can demonstrate managing a group of patients, prioritising care, and working effectively within the team.	1 week

**Reasonable Adjustments:**

- *PS/PA to provide guidance, feedback and check documentation.*
- Encourage the student to note priorities at the start of the shift
- Allow time for the student to organise their thoughts
- Write a list of tasks and then prioritise these. Tick these off as you complete
- *Allowing extra time to complete charts*
- *Quite space to write/practice charts*
- *Using a fatter pen*
- 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](http://bdadyslexia.org.uk))

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

Kingston  
University  
London



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

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*Practice supervisors/assessors A guide for practice supervisors and  
practice assessors and students on placement*

This document is designed to give advice about dyslexia and dyspraxia in the clinical setting. It provides strategies and reasonable adjustments to enable students with a dyslexia and / or a dyspraxia to reach their potential on placement.

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10/1/2019

Any questions



# Evaulation

- ▶ Reasonable Adjustments Evaluation Form