

Welcome to our PS/PA support session:

Supporting students with individual requirements and reasonable adjustments in practice: anxiety scenario

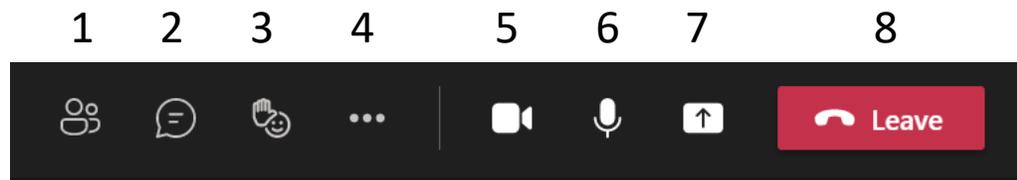
While we are waiting to start, can you please make a comment in the chat about what you would most like to learn about today. Or any specific questions you have

Supporting students with
individual requirements and
reasonable adjustments in
practice

Anxiety Scenario

NHS Greater Glasgow and Clyde
Corporate Practice Education Team

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.

The aim of this professional development activity is to provide practical/peer support in your roles of practice supervisor and/or practice assessor in supporting individual requirements and reasonable adjustments of students with anxiety

Learning Outcomes

- Define the term disability in the context of the Equality Act (2010)
- Discuss what constitutes reasonable adjustment in Practice Learning Environments and how it relates to assessment
- Describe factors that can cause or increase anxiety for students on placement
- Describe how anxiety can present during clinical placements
- Recall how to write SMART learning objectives as part of learning development planning
- Discuss factors related to conducting an interim feedback meeting, escalating concerns and construct a learning development support plan for a student with anxiety
- Have an awareness of additional support options for students with mental health conditions

Meet Stacey...

- Stacey is a 2nd year pre-registration nursing student on a 6-week placement with you
- As her PS, you are having an orientation and preliminary meeting with her later today
- In preparation, you read the previous assessments in her PAD
- Last summative assessment states: “Stacey needs to build her confidence with nursing skills and procedures”
- What are your initial thoughts on reading this? What are the next steps?



You may have considered...

- The importance of looking at previous feedback and having access to the PAD
- The importance of how feedback is written
- The need to ask Stacey about this feedback
- What stage in her learning is Stacey at?
- What learning opportunities you have in your workplace related to skills and procedures in the annexes?
- Discussing with Stacey's practice assessor

The initial meeting...

- When asked about her previous feedback, Stacey reluctantly discloses that she has anxiety disorder. She takes medication and it's usually well controlled. But during her last placement she felt nervous whenever she was being watched, like when doing a dressing or taking a specimen, she couldn't concentrate and worried that her hands were shaking, that her PS or the patient could see this
- She didn't disclose that she has anxiety disorder on previous placements
- At the start of the programme, she met with the university disability team and didn't need any additional support or reasonable adjustments put in place
- What do you need to consider ? What do you need to discuss with her?

ORIENTATION & PRELIMINARY MEETING	
PART 1: PLE 1	
<p>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:</p> <ul style="list-style-type: none"> • 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	

You may have considered...

- Reassure her
- Was there a reason she felt like that?
- What is her learning preference?
- What can you do to support her? What has helped in the past?
- Disclosure – this is an important moment – showed courage – positive affirmation

Anxiety disorders are among the most common mental health problems

But are they considered to be a disability?



A person has a disability if:

- The person has a physical or mental impairment, **and** the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day to day activities (The Equality Act, 2010)
- Range of disabilities:
 - Medical Conditions : epilepsy, diabetes, asthma
 - Sensory impairment : hearing, Visual
 - Physical disabilities : missing fingers, mobility issues
 - Specific learning disabilities/differences (SpLD): Dyslexia, Dyspraxia, Dyscalculia
 - Mental health conditions that can include anxiety disorders

Anxiety

- Anxiety is a normal, subjective response to a vague or unknown threat
- Nursing students on clinical placements report clinical learning experiences as the most anxiety provoking components of their studies
- Students with pre-existing anxiety are more likely to suffer setbacks at this time
- PS and PAs can struggle to support students with anxiety

Causes

- Differences between classroom preparation and clinical staff expectations (theory-practice gap)
- Witnessing staff conflict
- Performance anxiety especially when being assessed
- Emotional responses related to the unpredictable clinical environment
- COVID-19 pandemic has increased mental distress
- Feeling unwelcome

Reasonable Adjustment

Reasonable adjustments are when reasonable steps are taken to ensure a student is not at a substantial disadvantage due to disability. Students must be provided with adjustments in accordance with relevant equalities and human rights legislation in all learning environments and for supervision and assessment (NMC, 2018)

difficulty concentrating

scared jumpy

palpitations

stress

Chest pain

overwhelmed

tense

diarrhoea

unease

panic attacks

worry

facial flushing

desperate

uncertainty

Feeling incompetent

nausea

Anxiety

emotional

restlessness

vulnerable

difficulty problem solving

sweating

phobia

tension

helplessness

trembling

insomnia

stuttering

Memory loss

headache

decreased learning ability

avoidance

apprehension

Fear

misinterpretations

Assessing competency in clinical practice

- Reasonable adjustment can allow a student with a disability to achieve competency or meet a standard
- But – professional standards and competencies must be maintained
- It is the students decision and responsibility to disclose they have a specific learning need
- The student can still fail even if they have reasonable adjustments in place if they don't meet the required standard – duty to safeguard and protect the public

Going back to Stacey...

- Recap...Stacey said she was feeling nervous and anxious when being watched. She said she thinks that could be helped by being given time to read up on the skill/the theory behind it and if possible, having opportunity to practice. A SMART learning objective for this is written within the learning development plan

Specific **M**easurable **A**chievable **R**ealistic **T**imeframe

Which is the SMART objective?

A - Stacey needs to develop confidence in undertaking simple wound dressings. She will undertake this procedure herself with support from PS by mid placement meeting.

B - Stacey needs to develop confidence in undertaking simple wound dressings. She will revise the theory on this then observe the procedure for 2 weeks and will be given opportunity practice under simulation. She will undertake this procedure herself with support from PS by mid placement meeting.

C - Stacey needs to improve on her wound dressing skills.

Learning development plan

- Inclusive process – involve the student with creating LDP
- Allows learning opportunities to be planned specifically for that student
- SMART learning objectives
- What learning opportunities are available in your workplace?
- Align to the skills and procedures in the PAD

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>Stacey needs to develop confidence in undertaking simple wound dressings. She will revise the theory on this then observe the procedure for 2 weeks and will be given opportunity practice under simulation. She will undertake this procedure herself with support from PS by mid placement meeting.</p>		
<p>Please identify skills and procedures that could be achieved within area:</p>		
<p>Wound management procedures Urinary catheterisation Obtaining a specimen – urine, wound swab</p>		
<p>Date</p> <p>____/____/____</p>	<p>Student Signature:</p>	<p>Practice Supervisor and/or Assessor Signature:</p>
<p>Agreed date for next meetings</p>	<p>Interim:</p>	<p>Final:</p>

Two weeks later...

You have concerns about Stacey's progress. She is reluctant to undertake the procedures outlined in her LDP. She is shaking and appears nervous when handing over to nursing staff when talking to medical colleagues during the ward round and often misses out important information. She is actively avoiding doing the procedures as per her learning development plan.

As her practice supervisor you need to meet with her.

Activity (10 minutes)

In your breakout rooms, discuss the following (you may wish to nominate one person to take notes and feedback):

1. What should you consider when planning for and conducting this interim feedback meeting?
2. What can you do to support students in practice placements with anxiety? Do you have experience of supporting a student with anxiety or MH condition. Anything you can share with the group that will help?

You may have considered...

What should you consider when planning for and conducting this interim feedback meeting?

- Gather information about her progress
- Discuss with Stacey's Practice Assessor
- Relate to proficiencies, skills and procedures
- Supportive conversation needed
- Principles of good feedback
- Reasonable adjustment if her mental health is impacting on standards

What can you do to support students in practice placements with anxiety? Do you have experience of supporting a student with anxiety or MH condition. Anything you can share with the group that will help?

- Be there for them, make them feel valued, welcomed and involved
- Peer support
- Have regular supportive meetings/reflective conversations to ensure she feels supported
- Allow extra time to prepare for handover/ward rounds
- Contact PEF/CHEF
- Discuss the issue with the PT to make them aware, and whether they can offer any further support
- A tripartite meeting might be appropriate
- Confidentiality if she does not wish to disclose
- Reasonable adjustments could be considered
- Advise them to seek further support

Interim feedback discussion...

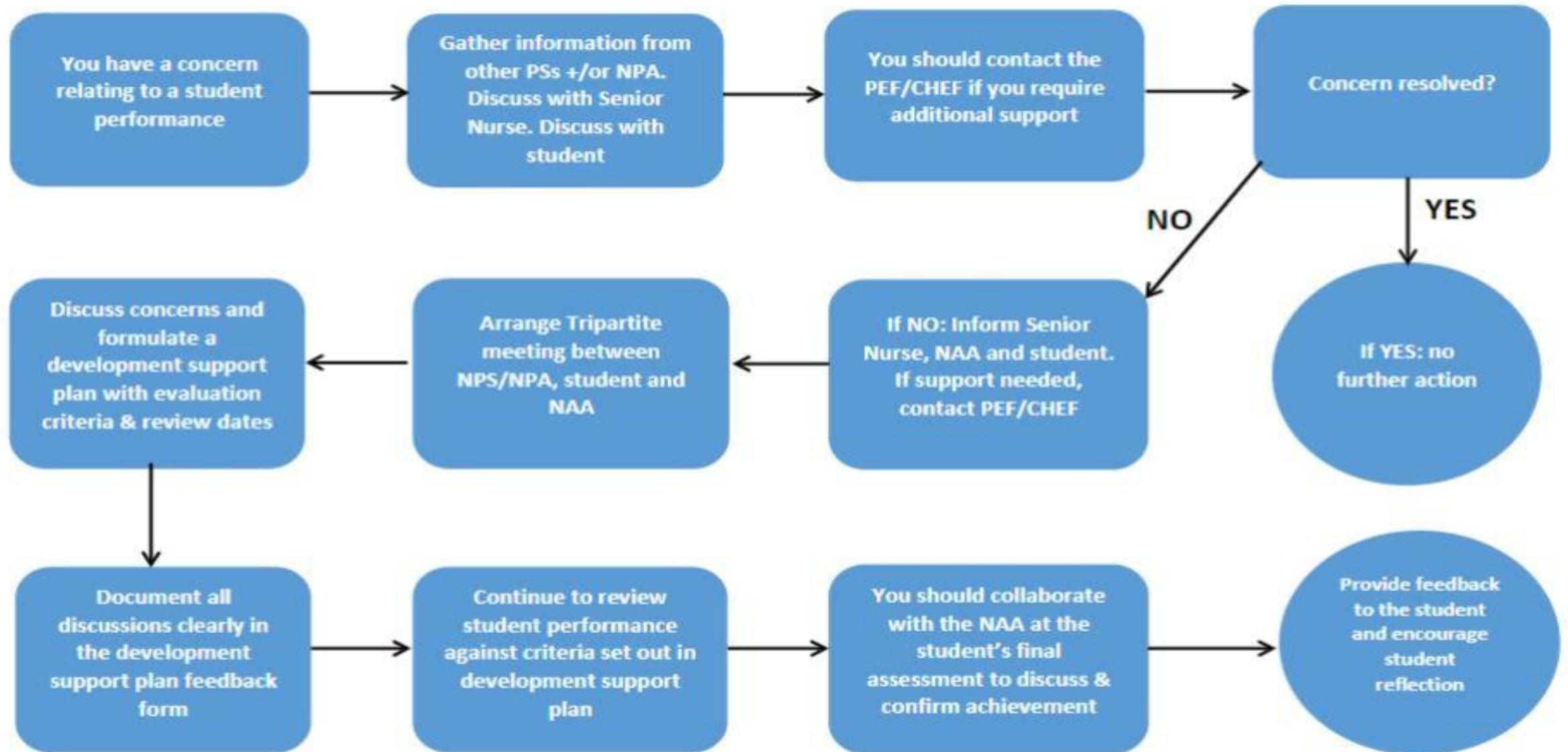
- You gather feedback from others and arrange to meet Stacey
- She is embarrassed, her anxiety is getting worse, the more she worries about something the worse it gets
- She worries what people think of her, worries that she is not competent, that she isn't fit to be a nurse, she can't think straight
- She is worrying constantly, doesn't think she can do this anymore

What needs to be done to support Stacey?

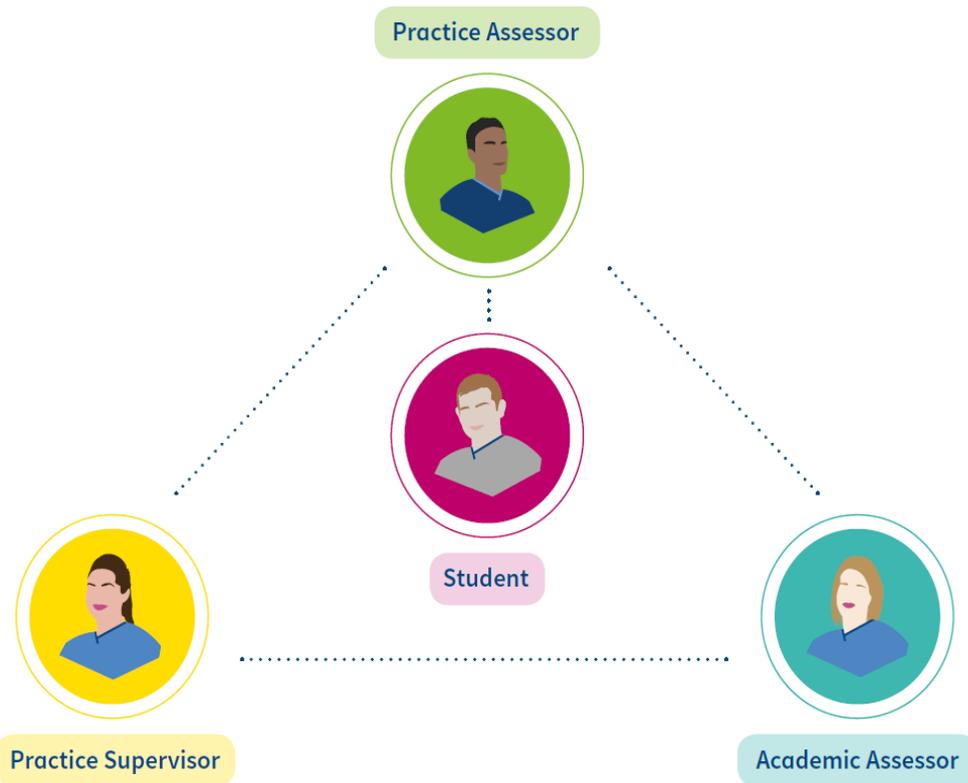
Further Support

- PT is the first port of call, however....
- Student Wellbeing Team:
 - [GCU Disability Team](#)
 - Counselling Service
 - Mental Health Advisor
 - [Student Wellbeing Service](#)
- For staff:
- Occupational Health Psychological Therapies Service (OHPTS) – 0141 277 7623
 - [We're exhausted! How can we keep going during the COVID-19 pandemic?!](#)
(7mins)
- [NHSGGC Staff Mental Health & Wellbeing](#)

Practice Learning Support Protocol: Nominated PS/PA Flowchart



Tripartite meeting



Stacey discloses that she is struggling with night shift and doesn't sleep well.

Lack of sleep is exacerbating her anxiety disorder.

Interim reasonable adjustment put in place

- No night shift

Is this reasonable?

But also:

- Make appointment to see GP
- Contact the Wellbeing Service at university

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 student, 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 through 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

Learning Development Support Plan

Development Need Identified:					
<i>Communication skills relevant to nursing handover and MDT ward round for current participation in care level</i>					
Specific areas to be addressed	Related Platform number/proficiency	Participation in care level	Learning Resources/actions	Evidence of achievement	Achievement/ Review date
Practice Assessor/Supervisor Signature:		Student Signature:		Academic Assessor Signature:	
				Date __/__/__	
Development support plan outcome :		Achieved / Not Achieved (please circle)			Date __/__/__

Learning Development Support Plan

Development Need Identified:					
<i>Communication skills relevant to nursing handover and MDT ward round for current participation in care level</i>					
Specific areas to be addressed	Related Platform number/proficiency	Participation in care level	Learning Resources/actions	Evidence of achievement	Achievement/ Review date
Stacey lacks proficiency in communication skills in relation to verbal handover to nursing staff and verbal update on patient progress at MDT ward round.					
Practice Assessor/Supervisor Signature:		Student Signature:		Academic Assessor Signature:	
				Date __/__/__	
Development support plan outcome :		Achieved / Not Achieved (please circle)			Date __/__/__

Learning Development Support Plan

Development Need Identified:			
<i>Communication skills relevant to nursing handover and MDT ward round for current participation in care level</i>			
Specific areas to be addressed	Related Platform number/proficiency	Participating care level	Achievement/Review date
Stacey lacks proficiency in communication skills in relation to verbal handover to nursing staff and verbal update on patient progress at MDT ward round.	Platform 1 1.11		
Practice Assessor/Supervisor Signature:	Student Signature:	Academic Assessor Signature:	Date __/__/__
Development support plan outcome :	Achieved / Not Achieved (please circle)		Date __/__/__

Platform 1: Being an accountable professional
1.11 Developing confidence and competence in appropriate use of verbal and non verbal communication skills. Provides accurate, clear and legible documentation. Adopts an active role in ward rounds/MDT/case conference/handovers.

Learning Development Support Plan

Development Need Identified:						
<i>Communication skills relevant to nursing handover and MDT ward round for current participation in care level</i>						
Specific areas to be addressed	Related Platform number/proficiency	Participation in care level	Learning Objectives	Resources/actions	Evidence of achievement	Achievement/Review date
Stacey lacks proficiency in communication skills in relation to verbal handover to nursing staff and verbal update on patient progress at MDT ward round.	Platform 1 1.11 Annexe A: 1.9 1.11		Annexe A: 1.9 Confidently and clearly presents and shares verbal and written reports with individuals and groups 1.11 Provides clear verbal, digital or written information and instructions when delegating or handing over responsibility for care			
Practice Assessor/Supervisor Signature:		Student Signature:		Academic Assessor Signature:		Date __/__/__
Development support plan outcome :		Achieved / Not Achieved (please circle)				Date __/__/__

Learning Development Support Plan

Development Need Identified:					
<i>Communication skills relevant to nursing handover and MDT ward round for current participation in care level</i>					
Specific areas to be addressed	Related Platform number/proficiency	Participation in care level	Learning Resources/actions	Evidence of achievement	Achievement/ Review date
Stacey lacks proficiency in communication skills in relation to verbal handover to nursing staff and verbal update on patient progress at MDT ward round.	Platform 1 1.11 Annexe A: 1.9 1.11	Developing independence			
Practice Assessor/Supervisor Signature:		Student Signature:		Academic Assessor Signature:	
				Date __/__/__	
Development support plan outcome :		Achieved / Not Achieved (please circle)			Date __/__/__

Learning Development Support Plan

Development Need Identified:					
<i>Communication skills relevant to nursing handover and MDT ward round for current participation in care level</i>					
Specific areas to be addressed	Related Platform number/proficiency	Participation in care level	Learning Resources/actions	Evidence of achievement	Achievement/ Review date
Stacey lacks proficiency in communication skills in relation to verbal handover to nursing staff and verbal update on patient progress at MDT ward round.	Platform 1 1.11 Annexe A: 1.9 1.11	Developing independence	Review PAD Review university theory/literature/articles related to handover skills and the use of SBAR. Opportunities will be given to practice/role play handover Focus on one patient only for nursing handover and MDT ward round and undertake this under supervision of PS/PA. Self-reflect on progression and have feedback dialogue with PS/PA after each handover episode		
Practice Assessor/Supervisor Signature:		Student Signature:		Academic Assessor Signature:	
				Date __/__/__	
Development support plan outcome :		Achieved / Not Achieved (please circle)			Date __/__/__

Learning Development Support Plan

Development Need Identified:					
<i>Communication skills relevant to nursing handover and MDT ward round for current participation in care level</i>					
Specific areas to be addressed	Related Platform number/proficiency	Participation in care level	Learning Resources/actions	Evidence of achievement	Achievement/ Review date
Stacey lacks proficiency in communication skills in relation to verbal handover to nursing staff and verbal update on patient progress at MDT ward round.	Platform 1 1.11 Annexe A: 1.9 1.11	Developing independence	Review PAD Review university theory/literature/articles related to handover skills and the use of SBAR. Opportunities will be given to practice/role play		
	1.6				
Practice Assessor/Supervisor Signature:		Student Signature:			Date __/__/__
Development support plan outcome :		Achieved / Not Achieved (please circle)			Date __/__/__

Platform 1: Being an accountable professional
1.6 Understand the professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and wellbeing required to meet people's needs for mental and physical care – Can identify appropriate actions, agencies and support mechanisms to promote and maintain personal mental and physical health

Learning Development Support Plan

Development Need Identified:					
<i>Communication skills relevant to nursing handover and MDT ward round for current participation in care level</i>					
Specific areas to be addressed	Related Platform number/proficiency	Participation in care level	Learning Resources/actions	Evidence of achievement	Achievement/ Review date
Stacey lacks proficiency in communication skills in relation to verbal handover to nursing staff and verbal update on patient progress at MDT ward round.	Platform 1 1.11 Annexe A: 1.9 1.11	Developing independence	Review PAD Review university theory/literature/articles related to handover skills and the use of SBAR. Opportunities will be given to practice/role play handover Focus on one patient only for nursing handover and MDT ward round and undertake this under supervision of PS/PA. Self-reflect on progression and have feedback dialogue with PS/PA after each handover episode		
	1.6		Reasonable Adjustments: No night shifts		
Practice Assessor/Supervisor Signature:		Student Signature:		Academic Assessor Signature:	
				Date __/__/__	
Development support plan outcome :		Achieved / Not Achieved (please circle)			Date __/__/__

Learning Development Support Plan

Development Need Identified:					
<i>Communication skills relevant to nursing handover and MDT ward round for current participation in care level</i>					
Specific areas to be addressed	Related Platform number/proficiency	Participation in care level	Learning Resources/actions	Evidence of achievement	Achievement/ Review date
Stacey lacks proficiency in communication skills in relation to verbal handover to nursing staff and verbal update on patient progress at MDT ward round.	Platform 1 1.11 Annexe A: 1.9 1.11	Developing independence	Review PAD Review university theory/literature/articles related to handover skills and the use of SBAR. Opportunities will be given to practice/role play handover Focus on one patient only for nursing handover and MDT ward round and undertake this under supervision of PS/PA. Self-reflect on progression and have feedback dialogue with PS/PA after each handover episode	Stacey will explain via discussion the importance of handing over responsibility for care and tools that can be used to help with this. Stacey will confidently and clearly handover the care of one patient to nursing staff and discuss the progress of one patient at MDT ward round.	One week
	1.6		Reasonable Adjustments: No night shifts		
Practice Assessor/Supervisor Signature:		Student Signature:		Academic Assessor Signature:	
Development support plan outcome :		Achieved / Not Achieved (please circle)			Date __/__/__

Any questions



Summary

- Discuss with all students if they have any individual requirements
- Always seek advice from the University and / or PEF if you are unsure how to best support a student
- Never lower the standard of competence required when implementing reasonable adjustments
- Seek regular feedback on whether reasonable adjustments are meeting the needs of the student and record within student documentation
- Complete a fair assessment

Evaluation

- Can everyone please take a few minutes to complete our evaluation form:
- [Reasonable Adjustments in PLEs - Anxiety Scenario. Evaluation Form](#)