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Developing education in learning disability for adult nursing students

Simulated Hospital Admissions involving experts with learning disability & carers



We know that people with learning disability are not always well cared for in hospital



Lots of evidence to show this

- Law



of Adults with

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aths of people with

What we did



HEALTHCARE FOR ALL



RECOMMENDATION 1

Those with responsibility for the provision and regulation of undergraduate and postgraduate clinical training must ensure that curricula include mandatory training in learning disabilities. It should be competence-based and involve people with learning disabilities and their carers in providing training.

In 2010 engaged experts with learning disability & carers in classroom based activities with Mental Health and ODP students



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2011 - Took the opportunity to utilise our Simulation Suite and in partnership with the Adult Nursing Branch we developed Simulated Hospital Admissions involving service users with learning disability and their carers.



Simulated Hospital Admission

Aims to provide opportunity for students to:

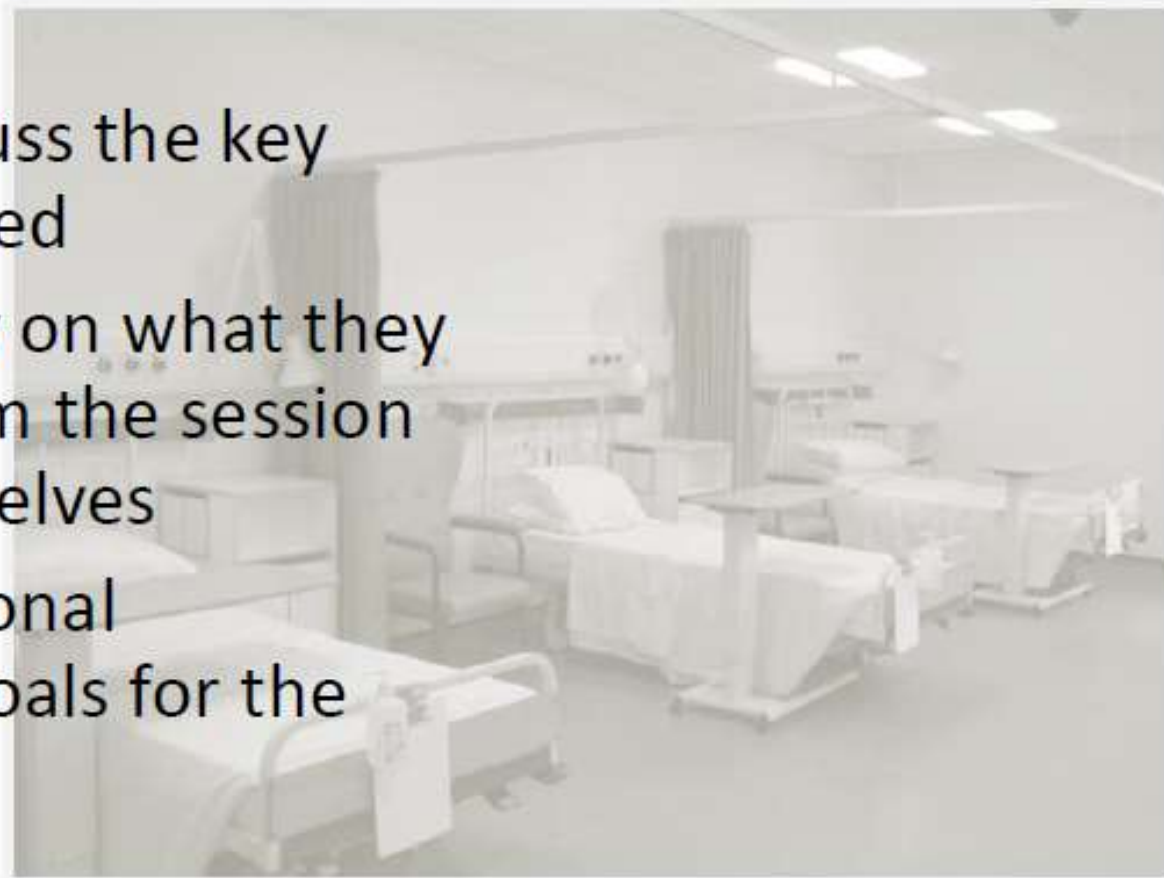
- carry out the admission of a patient with learning disability and clearly record the results



Simulated Hospital Admission

Objectives are for students to be able to:

- identify and discuss the key challenges involved
- reflect personally on what they have learned from the session and about themselves
- to set some personal developmental goals for the future



Students admitting Patients

Activities

- Welcome and orientation
- Consent to activities using consent form
- Hospital Passport
- Blood Pressure
- Temperature
- Pulse



Consent Form

The Medway Health Group Consent Form

Name: Date:



Skills Lab



As a member of the health group you will be working with adult nursing students in the skills lab today



Working with students

The Nursing Students need to practice with you a pretend hospital admission, filling out hospital passports, taking your blood pressure, temperature and pulse. Before we do these things we would like to know if you are happy to be involved in all of the activities or not



Hospital

The first activity is being involved in a pretend hospital admission where the students will ask you questions about your health



This is similar to previous activities you may have done like filling out your health passports



Yes I would



No I would not

So we would like to ask you if you would like to be involved in a pretend hospital admission or not



Measuring Blood pressure

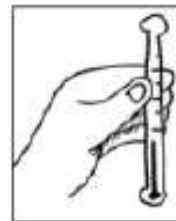
Measuring your blood pressure is another activity. So we would like to ask you if you would like us to measure your blood pressure or not



Yes I would



No I would not



Measuring temperature

Measuring your temperature is another activity. So we would like to ask you if you would like us to measure your temperature or not



Yes I would



No I would not

“The students
were “relaxed
and calm”,
“reassuring” and
“friendly”

“I wasn’t nervous”
“It was brilliant”



EXPERTS FEEDBACK

“By working with people with learning disabilities I believe I have gained more knowledge about how to communicate effectively and appropriately”

“I found the day rewarding and enlightening – it was useful and beneficial to meet/ greet our visitors...I will certainly show the respect they deserve, just as I would with anyone else I meet – I will also make sure others do the same.

“Made me more aware of the issues that could arise from assessing patients with learning difficulties.”

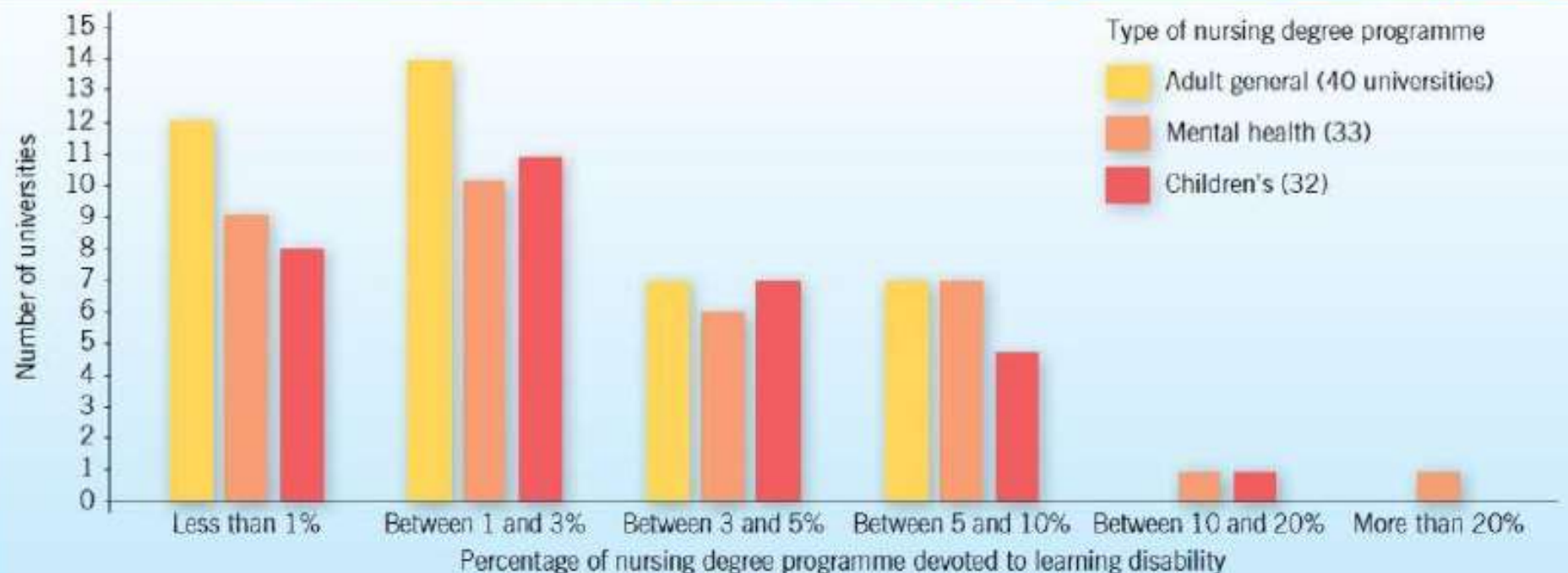


Student Feedback

Involvement of PWLD in NMC approved programmes

- Little evidence available - Sprinks (2015)
Surveyed 79 UK universities

Figure 1 Numbers of universities that allocate different proportions of their nursing degree programmes to teaching about learning disability



Key messages

- Participatory education:
 - Facilitates student learning from and with experts by experience
 - Empowering for both service users and students
 - Facilitates developmental opportunities for service users and carers

But

- Needs to be a quality learning experience - positive experiences influence attitudes
 - Requires time and resources
 - Requires built in time for reflection and evaluation
- Areas for future development
 - Competency based assessment
 - Evaluation of the impact of training on practice

References

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- Smith, P., Ooms, A. & Marks-Maran, D. (2016) 'Active involvement of learning disabilities service users in the development and delivery of a teaching session to pre-registration nurses: Students' perspectives'. *Nurse Education in Practice*, 16 (1) pp. 111–118